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ABSTRACT

A two-year study designed to evaluate an elementary language arts program in the Grande Prairie School District (Edmonton, Alberta) through an assessment of student achievement was conducted from 1983 to 1985. A major focus of the study was the area of listening, and the listening tests and teacher's manuals presented in this document are intended to provide guidance for planning, implementing, and evaluating the instructional program in listening for grades one through four. The teacher's manuals provide background information on the study as well as objectives for and information on the accompanying tests. The tests are designed to assess, with varying emphases at each grade level, literal as well as inferential/critical comprehension objectives, including (1) identifying main idea, (2) matching/comparing details, (3) making judgments/drawing conclusions, and (4) predicting details/outcomes. In addition, the tests measure comprehension of both spontaneous and prepared spoken language, as well as written language read orally. Tables providing selected data analysis from the field studies of the test are included in the teacher's manuals for each grade level in order to indicate ceiling levels. Means, standard deviations and item results obtained from the six schools involved in the study are also provided. Further information on the interpretation of tables, as well as additional findings of the study are provided in the study's final report. (JG)

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LANGUAGE ARTS PRODUCT EVALUATION

Listening Tests and Teachers' Manuals

Grande Prairie School District No. 2357

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GRANDE PRAIRIE

LISTENING TESTS:

TEACHERS' MANUALS

- by -

Grande Prairie School District No. 2357

Under contract with

ALBERTA EDUCATION

1986

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GRANDE PRAIRIE LISTENING TESTS

TEACHER'S MANUAL

GRADE ONE

(Under Contract with Alberta Education)

Grande Prairie School District #2357
Grande Prairie, Alberta

1986

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BACKGROUND

During the past several years, Grande Prairie School District #2357 has been involved, under a contract with Alberta Education, in a study designed to evaluate the district's language arts program through an assessment of student achievement based on specific product outcomes. A major focus of this study, as indicated in the Final Report: Evaluation of Selected Components of an Elementary Language Arts Program in a Small School Jurisdiction, has been the area of listening.

The teaching of listening is mandated by Alberta Education, and objectives for listening instruction are provided in its curriculum guides. However, in the past, Alberta Education had often indicated its concern with the lack of attention to the listening dimension of the language arts curriculum, both in teaching and evaluation emphases. It is difficult for teachers to undertake the development of curriculum in areas where student needs have not been clearly delineated. Since few evaluation instruments appropriate to the elementary level exist for assessing listening, the development of such instruments was deemed essential for this study.

With the guidance of an Alberta Education Steering Committee, district administrators, and external consultants, district teacher committees at the Grades 1-4 levels specified a set of objectives upon which the Grande Prairie Listening Tests (GPLT) at each of these levels were based. Table 1 on page 3 presents these objectives. These committees then constructed test blueprints at each grade level, identified stimulus selections, and designed test items. The instruments were administered on both a pilot and field test basis at each grade level. Following statistical analyses of the pilot and field test results, a final version of the GPLT for each of Grades 1-4 was constructed. The final version at the Grade 1 level is provided in this Teacher's Manual.

The Grande Prairie Listening Tests have a number of potential uses. Among these are the provision of information concerning the hypothesized nature of the listening task as well as the identification of the domains and skills that comprise this task. Thus the tests can be used to provide guidance for the planning and implementing of the instructional program in listening. As well, they can be used for program evaluation in the area of listening.

The test results can also be used to identify student needs in the various listening areas upon which the subtests are based. However, caution must be applied here since the number of items in each subtest is limited.

Perhaps the greatest benefit of these tests is in the area of staff development in listening. As teachers examine the test content and the results of test administrations, they can work together to determine the most appropriate goals for their own listening programs and the most effective ways to meet their students' needs in listening growth and development.

A number of publications have resulted from this study, which included in its major purposes the development and validation of listening achievement tests, an investigation of the use of holistic and analytic scoring techniques for written composition, and an examination of the relative values of process-oriented and product-oriented program evaluation in the language arts.

A description of all the research clusters and questions of the study, as well as its findings, can be found in the Final Report, available from Alberta Education. Available as well are Teacher's Manuals for the GPLT and the accompanying Student Test Booklets at each of Grades 1-4. Two Teacher Marking Packages for Written Composition, one for Grade 3 and one for Grades 4/5, are also available from Alberta Education. However, these were developed for use in inservice workshops during the study, and are included in the publications package for historical purposes only.

Table 1
GPLT Grade Level Objectives

Objectives	Grade Level 1	2	3	4
Literal Comprehension				
1. Identifying main idea	X	X	X	X
2. Identifying supporting details	X	X	X	X
3. Matching/comparing details	X	X	X	X
4. Identifying sequence of details	X	X	X	X
5. Identifying word meanings	X	X	X	
6. Following directions				X
Inferential/Critical Comprehension				
1. Making judgements/drawing conclusions	X	X	X	X
2. Inferring feelings	X	X	X	X
3. Predicting details/outcomes	X		X	
4. Noting similarities and differences				X
5. Relating intonation to feelings	X		X	
6. Identifying cause and effect				X
7. Identifying point of view				X

OVERVIEW

The Grande Prairie Listening Tests (GPLT) are designed to examine students' ability to comprehend spoken language, both spontaneous and prepared, and written language read orally. Separate tests have been developed for each of Grades 1, 2, 3, and 4. This Teacher's Manual provides the content and directions for administering the GPLT at the Grade 1 level.

Language Types

In general, there are two main types of spoken language: spontaneous and prepared spontaneous. The first, spontaneous spoken language, is generated as a person talks, and is organized as the person's thoughts take shape. It is the talk used in conversation, gossip, etc., as well as in solving problems when thinking aloud. The second, prepared spontaneous language, is generally organized prior to its use (as in giving a report from notes), usually in terms of a particular audience and purpose.

However, oral communication often involves a third type of language--written language read aloud. Written language involves features that are somewhat different from those of spontaneous and spontaneous prepared language. In written language, for example, sentences are carefully structured and linked. Written language is tightly organized, and contains more objective details and fewer ambiguous ones than does spoken language. Both types of spontaneous language are often loosely organized, with longer and less well structured sentences. Spoken language may be characterized by incomplete or ungrammatical utterances, repetitive false starts, redundancies (repetitions of words and phrases), and fillers (um, ah, you know, etc.).

Written language also contains punctuation to indicate such vocal factors as intonation, pitch, and stress. Thus an oral reader is guided by the clues presented by the writer. Specific vocabulary and writing conventions are also used by the writer to provide information to the reader, who, when reading aloud, conveys this information through vocal factors (volume, pitch, juncture, etc.) and nonverbal clues (gestures, body movement, etc.).

The skills involved in the comprehension of these types of oral language are somewhat different, and these differences are generally reflected in the GPLT.

Test Content

Both spoken and written language may consist of casual, informal, and formal levels of language, depending on the audience, the speaker's purpose and talk format, and the context in which the communication takes place. Thus the subtests that comprise the various levels of the GPLT contain stimulus selections which reflect a variety of audiences (different ages, different sizes, etc.); a variety of purposes (to inform, to entertain, etc.); a variety of talk formats (poetry, prose, conversation, etc.); and a variety of contexts (classroom, assemblies, etc.). In general the contexts are classroom based, although at certain levels some are more public (news reports, etc.), and the stimulus selections represent teacher and student spoken language. The sources of the selections for the Grade 1 GPLT are provided in Table 2 on page 8.

The objectives on which the listening tests are based are generally concerned with literal and inferential/critical listening skills. The objectives at each level were specified by inservice teachers in the Grande

Prairie School District #2357, who also chose the stimulus selections and developed the test items. An Objectives/Items Matrix indicating the items which test the various objectives at the Grade 1 level is provided in Table 3 on page 9. Examination of this table indicates that there are 10 objectives and 22 items on the Grade 1 test.

The stimulus subtests for each grade level of the GPLT are similar in format. However, the content may differ from grade to grade. Each of the subtests is composed of a stimulus selection along with questions related to the selection. Multiple choice items are used throughout, with three choices provided for each item.

The subtest format, language type, and number of items for the Grade 1 GPLT are provided in Table 4, page 10. Approximate administration times for each subtest are included in this table as well.

General directions to teachers for administering the GPLT as well as individual subtest instructions for students are included in this Teacher's Manual. The stimulus selections, questions, and answer options are also provided.

Both the pilot and field testing of the GPLT involved the use of audio tape recordings of the test content, taped most often by Grande Prairie teachers and students.

A complete tape transcript of the test content at the Grade 1 level is included in this Teacher's Manual. However, it is recommended that school districts or individual teachers use this transcript as a guide for developing their own version of each level of the test, either taped or "live." Students may attend more comfortably to the familiar voices of their teachers and classmates than they may to a tape made by others. In developing such a version, teachers should not feel constrained by the administration times provided in the tables on page 10, but should use these as guides.

Student Test Booklets

The Student Test Booklets at each level include the answer options for each subtest. At some levels, a sample question or subtest directions are included as well. For each subtest, the answer options are preceded by a page containing only the name of the subtest stimulus selection. Students should be directed to focus on this page as they listen to the selection. As well, they should be instructed not to turn to the answer options for the subtest until told to do so. The use of these pages should preclude confusions which can arise when students are able to read the answer options while they are listening to the stimulus selection.

Selected Findings

Following the Test Administration section are several Results Tables which provide selected data analysis from the field testing of the GPLT. Table 7, page 23, presents the Grade 1 norms established during this field testing. These norms are included to indicate ceiling levels, and should not be used for comparative purposes. Table 8, page 24, provides the means and standard deviations for the Grade 1 classes in the six schools involved in the study. Table 9, page 25, shows the item results by answer options obtained from the Grade 1 field testing. For further information on the interpretation of these tables, as well as for additional findings of the study, see the Final Report: Evaluation of Selected Components of an Elementary Language Arts Program in a Small School Jurisdiction.

Table 2
GPLT Stimulus Selections and Sources, Grade 1

Subtest	Content	Source
1. Student talk: Recipe	"Wonder Soup"	G.P.S.D. #2357
2. Teacher talk	"Circus"	G.P.S.D. #2357
3. Story	Martin Levin "An Elephant Tale"	SRA Individualized Reading Skills Program, Strawberry Emergency Science Research Associates (Canada) Limited 1974, pp. 102-105
4. Conversations	A. Cathy's mother	Original
	B. "Freddy Frog and Meadow Mouse"	"A House for Googie" John A. McInnes et al. Heads and Tails, Thomas Nelson and Sons (Canada) Ltd., 1977, pp. 12-13

Table 3
GPLT Objectives/Items Matrix, Grade 1

Objectives	Subtests/Items			
	Student Talk: Recipe	Teacher Talk: Circus	Story	Conversations
Literal Comprehension				
1. Identifying main ideas	1	2		
2. Identifying supporting details		3,6		
3. Matching verbal details	4	5		
4. Identifying sequence of details			2	
5. Identifying word meanings			1	
Inferential/Critical Comprehension				
1. Making judgements	2	1	3,5	
2. Drawing conclusions	3		6	
3. Inferring feelings		4	4	
4. Predicting details in sequence				4,6
5. Relating intonation to feelings				1,2,3,5

Table 4
GPLT Content, Grade 1

Subtest	Stimulus Format	Language Type	Items	Total Number of Items	Percent of Items	Approximate Time (min.)
	Instructions					4
1.	Student Talk: Recipe	Spontaneous	1 - 4	4	19	4
2.	Teacher Talk: Circus	Spontaneous	1 - 6	6	27	6
3.	Story	Written	1 - 6	6	27	8
4.	Conver-sation	spontaneous	1 - 6	6	27	5
				22	100	27

Table 5
GPLT Approximate Administration Time, Grade 1 *

Grade	Preparation and Instructions	Tape Content (Minutes)	Total Time (Minutes)
1	20	27	47

* A break after Subtest 2 may be taken at the discretion of the test administrator.

Table 6
GPLT Answer Key, Grade 1

Subtest 1	Subtest 2
1. B	1. A
2. C	2. B
3. A	3. B
4. C	4. B
	5. A
	6. C

Subtest 3	Subtest 4
1. C	1. A
2. B	2. C
3. A	3. C
4. A	4. A
5. A	5. B
6. B	6. B

ADMINISTRATION PROCEDURES

Examiners should read the following instructions

before beginning the test administration

Materials

The following materials are required for test administration.

1. Required number of Student Booklets.
2. One or more sharpened pencils with erasers for each student.
3. Audio tape cassette of the Grade 1 GPLT (optional-see Overview, p. 7).

Test Preparation

The following items should be used as a checklist to ensure effective test administration.

1. The transcript and/or tape recording of the test should be reviewed to ensure familiarity with the test content.
2. The test should be given in a quiet place where there is a minimum of distraction.
3. The administration should not begin until each student has one or more pencils with erasers and a Student Test Booklet.
4. The examiner should ensure that the students are always responding to the directions correctly and to each question as it is asked. It may be necessary to have more than one examiner present during the test administration.

Test Administration

The following should be done in the order in which they are listed below.

1. Distribute the Student Test Booklets. Then give the following instructions.

   A. On the cover page of your Student Test Booklet are some blanks to fill in.

   Write your name in the blank after the word NAME. (Point)

   Write your grade (Grade 1) in the blank after the word GRADE. (Point)

Write your school (give name of school) in the blank after the word SCHOOL. (Point)

Write my name in the blank after the word TEACHER. (Point)

B. Make sure that all students have filled in all of the information correctly.

2. Give the following instructions. (If a tape recorder is not used, change the instructions accordingly.)

I want you to listen very carefully. In a moment I will be starting the tape recorder. You will be told what this test is about and how to answer the test questions. First you will listen to a sample question and then you will learn how to mark your answer in the Test Booklet. If you have any questions you may ask them when the directions are all finished and I have turned off the tape recorder.

3. Start the tape recorder. The students will hear the following material. (NB: All material in boxes is on the tape recording.)

This is a test of how well you can listen. Be sure to listen very carefully.

You will hear a young child telling a recipe to her class, a teacher talking to a grade three class, a story about a lady who finds a surprise in a can of beans, and some people and animals talking to each other. After each selection you will be asked some questions about what you have heard.

Listen carefully, because you will hear the selections and questions only once. You will find the answers in your Test Booklet. Three answers are given for each question but only one answer is right. You must choose the best answer. Then, in your Test Booklet, put a circle around the letter beside the answer you have chosen.

Listen to this sound (BELL RINGS). When you hear the sound you will know that it's time to listen for the next question. So get ready to listen again.

Now here is a sample question to try. Turn to page 1. Look at the answers in the Box marked Sample. Here is the question.

When I listen, I use my ears. Question: What do I use to listen with?

A. nose
B. ears
C. mouth

Put a circle around the letter next to the best answer. (BELL) I use my ears to listen with, so you should have put a circle around the letter B. Are there any questions?

4. Stop the tape recorder. Check that all students have circled the letter B. Ask for and answer any questions.

5. Start the tape recorder. The students will hear the following material.

> Now you will answer all the questions in the same way as you did the Sample. Are you ready? Good. Listen carefully while I read the directions out loud.

6. Stop the tape recorder. Give the following instructions.

   Now turn to the next page in your Test Booklet. (NB: This is page 2.) As you see, this page has the name of the first selection you will hear printed on it: Wonder Soup. Point to that. Don't turn the page until I tell you to do so. Ready? Here we go.

7. Start the tape recorder. The students will hear the following material.

> You are going to listen to a young child tell of an unusual recipe. A recipe gives you directions about how to prepare something. The recipe which she gives to the children in her class is called Wonder Soup.
>
> First you take the stuff from the garden. You know, the green stuff. Cut it up but, oh yeah, don't forget to wash it first. You can use the hose if your mom is in the sink. Anyway, you put the green stuff in the big blue speckled pot. Add a bunch of water and some salt and--what's the name of the other stuff. . . you know, the stuff that you shake out? Chop up some onions but be careful or you might cut your finger. You'd get blood all over everything and have a real mess? Then you'd have to dump in about 100 kilograms of noodles and stir with a big wooden spoon, the one Mom uses to spank me with sometimes. Now eat it.

8. Stop the tape recorder. Tell the students to turn to the page (NB: This is page 3) on which the answer choices for Wonder Soup are provided. Then tell them to get ready for question 1. After the first question has been given and the students have responded, stop the tape recorder once again and check that each student has circled an answer.

9. Start the tape recorder. The students will hear the following material.

   (NB: A bell will ring after each set of answers is completed.)

1. Which of the following titles best fits the main idea of the story?

   A. Cutting Your Finger
   B. How To Make Wonder Soup
   C. How To Eat Soup

2. If the girl wanted to be sure the other children could make wonder soup, she should have:

   A. told them how to make dumplings to go with the soup
   B. told them how to serve wonder soup when it was ready
   C. told them exactly how much of each thing to use

3. You would probably not want to make wonder soup because:

   A. it would probably not taste good
   B. it wouldn't be enough for supper
   C. it would cost a lot of money

4. Listen again to this sentence: "Anyway, you put the green stuff in the big blue speckled pot." Which one of these sentences means the same thing?

   A. You put the stuff in the green pot.
   B. You put the water in the blue speckled pot.
   C. The blue speckled pot is where you put all the green stuff.

10. Stop the tape recorder. Give the following instructions.

Now turn to the next page, number 4. In the centre is the word Circus. Point to it. Now you will hear the next selection. Remember not to turn the page until you are told to do so. Listen carefully.

11. Start the tape recorder. The students will hear the following material.

> You are going to listen to a teacher talking to her class. She's telling them about a field trip that the class will be taking the next day. After you have heard the teacher's talk, I will ask you some questions about it.
>
> Now here is the teacher.
>
> Good morning children. Today I have a special treat for you. We do not have very much time to prepare, so listen carefully. On my way home yesterday, I drove past Bear Creek Park and discovered many trucks and large tents set up. The Circus is here! My husband and I stopped to have a look and . . . do you know what we saw? There were rows and rows of brightly colored cages filled with ferocious lions, Bengal tigers, bears, and much, much, more. The tents were so big they needed four elephants to set them up. I was amazed and overwhelmed by it all!
>
> We can take the City Transit Bus down, but we need permission slips signed by your parents, and bus fare. The tickets I have are only good for tomorrow afternoon's performance so please bring your permission slips back by noon today. If you don't go home for lunch, or if you forget your slip today, please bring it tomorrow morning. If you forget your permission slip, you will not be able to go. I cannot take anyone to the Circus without your parents' permission. I know you don't have much time to get the notes back, but this is too exciting to miss. Here are the sheets now. Don't lose them! We're going to have a great day tomorrow!
>
> Now turn to the next page. Get ready for question 1.

12. Stop the tape recorder. Make sure that the students are on page 5 of the Test Booklet.

13. Start the tape recorder. The students will hear the following material.

> 1. Does the teacher want the children to stay in school rather than go to the circus?
>
> A. no
> B. yes
> C. don't know

2. The best title for this talk is:

   A. Elephants, Bears, and Lions
   B. Getting Ready For The Circus
   C. At The Circus

3. Which of the following is <u>not</u> important for the children to remember:

   A. permission slips
   B. peanuts for the elephant
   C. bus fare

4. When the teacher said, "I was amazed and overwhelmed by it all!" she meant the circus is:

   A. important
   B. exciting
   C. big

5. Listen again to this sentence, "The tents were so big that they needed four elephants to set them up." Which one of these sentences means the same thing?

   A. Four elephants were needed to set up the big tents.
   B. The four elephants were so big they needed a big tent.
   C. Big elephants were needed to set up the four tents.

6. Which of the students did not follow the teacher's directions?

   A. Joey brought his permission slip back the next morning.
   B. Jane brought her permission slip back at noon that same day.
   C. Brian brought his permission slip back two days later.

14. <u>Stop</u> the tape recorder. Give the following instructions.

Now turn to the next page, number 6. In the centre are the words <u>Elephant Tale</u>. Point to them. Now you will hear the next selection. Remember not to turn the page until you are told to do so. Listen carefully.

15. Start the tape recorder. The students will hear the following material.

You are going to hear a story about a lady named Mrs. Jones who finds a surprise in her can of lima beans. Listen carefully as the story is read. When the story is finished, I will ask you some questions about what you have heard.

AN ELEPHANT TALE
By Martin Levin

Mrs. Betty Jones was fixing dinner. She opened a tin of lima beans and found an elephant in it. "I didn't see him at first," she said later. "I just opened the tin and dumped the lima beans into a pan. Later, when I was stirring them, I saw this little animal. I suppose he liked the warm water after being stuffed in that can."

Mrs. Jones was a good person. She felt concerned about the elephant's comfort. She took him out of the pan and let him play in the bathtub.

The next day Mrs. Jones returned to the supermarket where she had purchased the beans. She informed the manager that she had found a strange object packed among her beans.

Without looking up, he handed her a form to fill out. It asked for her name, the date she had purchased the tin, and what she found in it.

When Mrs. Jones had finished, the manager looked at the completed form. At the bottom he saw: "Elephant, whole, alive."

"Lady," he said, "we have modern equipment. It gathers our vegetables, screens them, cleans them, and sends them to the factory. At the factory we process them, cook them, treat them, and dump them into cans. Granted, a few little animal parts may sneak in once in a while. But never a whole elephant." He sat back wearily.

"But I have him right here, sir," Mrs. Jones insisted. She lifted him out of her grocery bag. The manager turned pale.

"Please leave," he said, jumping up against the wall. "We do not allow animals in our supermarket. It is unsanitary and against the law!"

Mrs. Jones tried to explain, but he interrupted her.

"How would you feel," he asked, "If you came in here to shop and there were herds of animals roaming about, spreading dirty germs on the food? Please--leave!"

"So you see," Mrs. Jones said after the incident, "I really didn't know what to do. So I decided to bring the little fellow back home."

The elephant, who had been named Fitzgerald, was romping on the rug in the nicely furnished living room. "I don't have hard feelings about it," said Mrs. Jones. She gazed fondly at Fitzgerald.

Fitzgerald may have stirred up a lot of fuss at first. But things have turned out well. The Jones family is purchasing more tinned goods than ever.

"The children are really excited," Mrs. Jones said. "They're saving up their money to purchase their own cans. They hope to get another elephant, or perhaps a turtle. Suzy wants a panda bear, and Billy's looking for tiger. Little Freddy wants a gorilla--he's just at that stage, you know.

"But," she sighed, "all we've found so far are a few reptiles. Nothing to get excited about."

Now turn to the next page. Get ready for question 1.

16. Stop the tape recorder. Make sure the students are on page 7 of the Test Booklet.

17. Start the tape recorder. The students will hear the following material.

1. When the store manager says, "We do not allow animals in our supermarket. It is unsanitary and against the law!" What does the word unsanitary mean?

   A. too big
   B. noisy
   C. not clean

2. Which happened last?

   A. The manager jumped up against the wall.
   B. Mrs. Jones took the elephant home again.
   C. Mrs. Jones showed the elephant to the manager.

3. The Jones children are purchasing canned goods because:

   A. they hope to find more animals
   B. they collect labels
   C. they like eating vegetables

4. Listen to the manager again, "Please leave! We do not allow animals in our supermarket." How does the manager feel?

   A. angry
   B. afraid
   C. tired

5. Could this story really have happened?

   A. No, because no elephant could be as small as Fitzgerald.
   B. Yes, because if we wish hard enough we can make things happen.
   C. No, because supermarkets don't sell canned goods.

6. Why did the speaker tell us this story?

   A. to get us to buy more canned goods
   B. to tell us a story for enjoyment
   C. to tell us how canned goods are produced

18. Stop the tape recorder. Give the following directions.

    Now turn to the next page, number 8. Listen carefully and do what the person on the tape tells you.

19. Start the tape recorder. The students will hear the following material.

You are going to hear a mother talking to her daughter. I'm going to let you hear the mother's conversation. Then I'm going to ask you some questions about what she is saying.

Now here is the mother talking to her daughter.

Conversation 1 (cheerful)

Cathy ran home. "It's time to have a bath," said her mother as Cathy rushed in. "Scrub hard."

Now turn the page (page 9). Listen for question 1.

1. When Cathy's mother says "It's time to have a bath. . . Scrub hard," she sounds as if she feels:

    A. cheerful
    B. surprised
    C. angry

Listen again to the conversation.

Conversation 2 (commanding)

Cathy ran home. "It's time to have a bath," said her mother as Cathy rushed in. "Scrub hard."

Look at the bottom of the page. Listen for question 2.

2. When Cathy's mother says "It's time to have a bath. . . Scrub hard," she sounds as if she feels:

    A. cheerful
    B. surprised
    C. angry

Get ready to listen again. Now listen to a meadow mouse talking to a frog.

Conversation 3 (as though Froggie wished he could play)

"Hello Froggie Frog," called the meadow mouse. "Will you play a game with me?" "No thank you," answered Froggie. "I can't play with you today, I'm too busy."

Now turn the page (page 10) and listen for question 3.

3. Does Froggie Frog sound:

    A. happy
    B. rude
    C. like he wished he could play

4. What do you think the meadow mouse said next?

    A. If we work together, maybe we can play later.
    B. Well, I'll never ask you to play again!
    C. Look, it's starting to rain.

Listen again to this conversation.

Conversation 4

"Hello Froggie Frog," called the meadow mouse. "Will you play a game with me?" "No thank you," answered Froggie. "I can't play with you today, I'm too busy."

Now look at the bottom of the page. Listen for question 5.

5. Does Froggie Frog sound:

   A. happy
   B. rude
   C. like he wished he could play

6. What do you think the meadow mouse said next?

   A. If we work together, maybe we can play later.
   B. Well, I'll never ask you to play again!
   C. Look, it's starting to rain.

This is the end of the Listening Test.

RESULTS TABLES

Table 7
Norms, Grade 1

Scores	Percentile
4	1
5	1
6	2
7	4
8	7
9	14
10	26
11	35
12	45
13	57
14	68
15	77
16	86
17	94
18	97
19	99
20	99
21	99
22	99

Table 8
School/Class Results, Grade 1

School	Classes	Mean	Standard Deviation
1	A	10.2	2.1
	B	11.3	4.1
	Total	10.7	3.7
2	A	13.6	3.3
	B	15.0	2.1
	C	13.6	3.3
	Total	14.0	2.9
3	A	12.0	2.5
	B	13.4	2.5
	Total	12.7	2.6
4	A	13.1	3.0
	B	13.1	3.2
	C	15.6	3.0
	D	13.2	3.5
	Total	13.7	3.3
5	A	12.2	2.8
6	A	11.8	3.2
	B	13.7	3.0
	Total	12.3	3.2
City		13.1	3.2

Table 9
Item Results, Grade 1

Scale	Item	Alternative A	B	C
1	1	.19	.71*	.08
	2	.12	.16	.70*
	3	.42*	.15	.41
	4	.25	.15	.63*
2	1	.49*	.33	.16
	2	.22	.48*	.28
	3	.31	.48*	.15
	4	.10	.64*	.24
	5	.61*	.12	.25
	6	.11	.10	.76*
3	1	.13	.17	.69*
	2	.15	.62*	.22
	3	.61*	.12	.25
	4	.86*	.10	.02
	5	.67*	.10	.20
	6	.26	.38*	.33
4	1	.49*	.16	.27
	2	.34	.16	.43*
	3	.13	.26	.60*
	4	.61*	.21	.16
	5	.06	.71*	.19
	6	.48	.30*	.16

* indicates correct answer, see Table 6, p. 11

GRANDE PRAIRIE LISTENING TESTS

STUDENT TEST BOOKLET

GRADE ONE

NAME: _____

GRADE: _____

SCHOOL: _____

TEACHER: _____

Grande Prairie School District #2357
Grande Prairie, Alberta

1986

SAMPLE QUESTION

A. nose

B. ears

C. mouth

Subtest 1

WONDER SOUP

Subtest 1: Wonder Soup

1. A. Cutting Your Finger
   B. How To Make Wonder Soup
   C. How To Eat Soup

2. A. told them how to make dumplings to go with the soup
   B. told them how to serve wonder soup when it was ready
   C. told them exactly how much of each thing to use

3. A. It would probably not taste good.
   B. It wouldn't be enough for supper.
   C. It would cost a lot of money.

4. A. You put the stuff in the green pot.
   B. You put the water in the blue speckled pot.
   C. The blue speckled pot is where you put all the green stuff.

This is the end of Subtest 1.

Subtest 2

CIRCUS

Subtest 2: Circus

1. A. no
   B. yes
   C. don't know

2. A. Elephants, Bears, and Lions
   B. Getting Ready For The Circus
   C. At The Circus

3. A. permission slips
   B. peanuts for the elephant
   C. bus fare

4. A. important
   B. exciting
   C. big

5. A. Four elephants were needed to set up the big tents.
   B. The four elephants were so big they needed a big tent.
   C. Big elephants were needed to set up the four tents.

6. A. Joey brought his permission slip back the next morning.
   B. Jane brought her permission slip back at noon that same day.
   C. Brian brought his permission slip back two days later.

This is the end of Subtest 2.

Subtest 3

ELEPHANT TALE

Subtest 3: Elephant Tale

1. A. too big
   B. noisy
   C. not clean

2. A. The manager jumped up against the wall.
   B. Mrs. Jones took the elephant home again.
   C. Mrs. Jones showed the elephant to the manager.

3. A. they hope to find more animals
   B. they collect labels
   C. they like eating vegetables

4. A. angry
   B. afraid
   C. tired

5. A. No, because no elephant could be as small as Fitzgerald.
   B. Yes, because if we wish hard enough we can make things happen.
   C. No, because supermarkets don't sell canned goods.

6. A. to get us to buy more canned goods
   B. to tell us a story for enjoyment
   C. to tell us how canned goods are produced

This is the end of Subtest 3.

Subtest 4

CONVERSATION

Subtest 4: Conversation

1. A. cheerful
   B. surprised
   C. angry

2. A. cheerful
   B. surprised
   C. angry

3. A. happy
   B. rude
   C. like he wishes he could play

4. A. If we both work together, maybe we can play later.
   B. Well, I'll never ask you to play again!
   C. Look, it's starting to rain.

5. A. happy
   B. rude
   C. like he wishes he could play

6. A. If we both work together, maybe we can play later.
   B. Well, I'll never ask you to play again!
   C. Look, it's starting to rain.

This is the end of the Listening Test.

GRANDE PRAIRIE LISTENING TESTS

TEACHER'S MANUAL

GRADE TWO

(Under Contract with Alberta Education)

Grande Prairie School District #2357
Grande Prairie, Alberta

1986

The contents of this Teacher's Manual are not intended to imply, either explicitly or otherwise, Alberta Education policy regarding evaluation of student listening skills or evaluation of teaching performance.

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BACKGROUND

During the past several years, Grande Prairie School District #2357 has been involved, under a contract with Alberta Education, in a study designed to evaluate the district's language arts program through an assessment of student achievement based on specific product outcomes. A major focus of this study, as indicated in the Final Report: Evaluation of Selected Components of an Elementary Language Arts Program in a Small School Jurisdiction, has been the area of listening.

The teaching of listening is mandated by Alberta Education, and objectives for listening instruction are provided in its curriculum guides. However, in the past, Alberta Education had often indicated its concern with the lack of attention to the listening dimension of the language arts curriculum, both in teaching and evaluation emphases. It is difficult for teachers to undertake the development of curriculum in areas where student needs have not been clearly delineated. Since few evaluation instruments appropriate to the elementary level exist for assessing listening, the development of such instruments was deemed essential for this study.

With the guidance of an Alberta Education Steering Committee, district administrators, and external consultants, district teacher committees at the Grades 1-4 levels specified a set of objectives upon which the Grande Prairie Listening Tests (GPLT) at each of these levels were based. Table 1 on page 3 presents these objectives. These committees then constructed test blueprints at each grade level, identified stimulus selections, and designed test items. The instruments were administered on both a pilot and field test basis at each grade level. Following statistical analyses of the pilot and field test results, a final version of the GPLT for each of Grades 1-4 was constructed. The final version at the Grade 2 level is provided in this Teacher's Manual.

The Grande Prairie Listening Tests have a number of potential uses. Among these are the provision of information concerning the hypothesized nature of the listening task as well as the identification of the domains and skills that comprise this task. Thus the tests can be used to provide guidance for the planning and implementing of the instructional program in listening. As well, they can be used for program evaluation in the area of listening.

The test results can also be used to identify student needs in the various listening areas upon which the subtests are based. However, caution must be applied here since the number of items in each subtest is limited.

Perhaps the greatest benefit of these tests is in the area of staff development in listening. As teachers examine the test content and the results of test administrations, they can work together to determine the most appropriate goals for their own listening programs and the most effective ways to meet their students' needs in listening growth and development.

A number of publications have resulted from this study, which included in its major purposes the development and validation of listening achievement tests, an investigation of the use of holistic and analytic scoring techniques for written composition, and an examination of the relative values of process-oriented and product-oriented program evaluation in the language arts.

A description of all the research clusters and questions of the study, as well as its findings, can be found in the Final Report, available from Alberta Education. Available as well are Teacher's Manuals for the GPLT and the accompanying Student Test Booklets at each of Grades 1-4. Two Teacher Marking Packages for Written Composition, one for Grade 3 and one for Grades 4/5, are also available from Alberta Education. However, these were developed for use in inservice workshops during the study, and are included in the publications package for historical purposes only.

Table 1
GPLT Grade Level Objectives

Objectives	Grade Level 1	2	3	4
Literal Comprehension				
1. Identifying main idea	X	X	X	X
2. Identifying supporting details	X	X	X	X
3. Matching/comparing details	X	X	X	X
4. Identifying sequence of details	X	X	X	X
5. Identifying word meanings	X	X	X	
6. Following directions				X
Inferential/Critical Comprehension				
1. Making judgements/drawing conclusions	X	X	X	X
2. Inferring feelings	X	X	X	X
3. Predicting details/outcomes	X		X	
4. Noting similarities and differences				X
5. Relating intonation to feelings	X		X	
6. Identifying cause and effect				X
7. Identifying point of view				X

OVERVIEW

The Grande Prairie Listening Tests (GPLT) are designed to examine students' ability to comprehend spoken language, both spontaneous and prepared, and written language read orally. Separate tests have been developed for each of Grades 1, 2, 3, and 4. This Teacher's Manual provides the content and directions for administering the GPLT at the Grade 2 level.

Language Types

In general, there are two main types of spoken language: spontaneous and prepared spontaneous. The first, spontaneous spoken language, is generated as a person talks, and is organized as the person's thoughts take shape. It is the talk used in conversation, gossip, etc., as well as in solving problems when thinking aloud. The second, prepared spontaneous language, is generally organized prior to its use (as in giving a report from notes), usually in terms of a particular audience and purpose.

However, oral communication often involves a third type of language--written language read aloud. Written language involves features that are somewhat different from those of spontaneous and spontaneous prepared language. In written language, for example, sentences are carefully structured and linked. Written language is tightly organized, and contains more objective details and fewer ambiguous ones than does spoken language. Both types of spontaneous language are often loosely organized, with longer and less well structured sentences. Spoken language may be characterized by incomplete or ungrammatical utterances, repetitive false starts, redundancies (repetitions of words and phrases), and fillers (um, ah, you know, etc.).

Written language also contains punctuation to indicate such vocal factors as intonation, pitch, and stress. Thus an oral reader is guided by the clues presented by the writer. Specific vocabulary and writing conventions are also used by the writer to provide information to the reader, who, when reading aloud, conveys this information through vocal factors (volume, pitch, juncture, etc.) and nonverbal clues (gestures, body movement, etc.).

The skills involved in the comprehension of these types of oral language are somewhat different, and these differences are generally reflected in the GPLT.

Test Content

Both spoken and written language may consist of casual, informal, and formal levels of language, depending on the audience, the speaker's purpose and talk format, and the context in which the communication takes place. Thus the subtests that comprise the various levels of the GPLT contain stimulus selections which reflect a variety of audiences (different ages, different sizes, etc.); a variety of purposes (to inform, to entertain, etc.); a variety of talk formats (poetry, prose, conversation, etc.); and a variety of contexts (classroom, assemblies, etc.). In general the contexts are classroom based, although at certain levels some are more public (news reports, etc.), and the stimulus selections represent teacher and student spoken language. The sources of the selections for the Grade 2 GPLT are provided in Table 2 on page 8.

The objectives on which the listening tests are based are generally concerned with literal and inferential/critical listening skills. The objectives at each level were specified by inservice teachers in the Grande

Prairie School District #2357, who also chose the stimulus selections and developed the test items. An Objectives/Items Matrix indicating the items which test the various objectives at the Grade 2 level is provided in Table 3 on page 9. Examination of this table indicates that there are 7 objectives and 21 items on the Grade 2 test.

The stimulus subtests for each grade level of the GPLT are similar in format. However, the content may differ from grade to grade. Each of the subtests is composed of a stimulus selection along with questions related to the selection. Multiple choice items are used throughout, with three choices provided for each item.

The subtest format, language type, and number of items for the Grade 2 GPLT are provided in Table 4, page 10. Approximate administration times for each subtest are included in this table as well.

General directions to teachers for administering the GPLT as well as individual subtest instructions for students are included in this Teacher's Manual. The stimulus selections, questions, and answer options are also provided.

Both the pilot and field testing of the GPLT involved the use of audio tape recordings of the test content, taped most often by Grande Prairie teachers and students.

A complete tape transcript of the test content at the Grade 2 level is included in this Teacher's Manual. However, it is recommended that school districts or individual teachers use this transcript as a guide for developing their own version of each level of the test, either taped or "live." Students may attend more comfortably to the familiar voices of their teachers and classmates than they may to a tape made by others. In developing such a version, teachers should not feel constrained by the administration times provided in the tables on page 10, but should use these as guides.

Student Test Booklets

The Student Test Booklets at each level include the answer options for each subtest. At some levels, a sample question or subtest directions are included as well. For each subtest, the answer options are preceded by a page containing only the name of the subtest stimulus selection. Students should be directed to focus on this page as they listen to the selection. As well, they should be instructed not to turn to the answer options for the subtest until told to do so. The use of these pages should preclude confusions which can arise when students are able to read the answer options while they are listening to the stimulus selection.

Selected Findings

Following the Test Administration section are several Results Tables which provide selected data analysis from the field testing of the GPLT. Table 7, page 22, presents the Grade 2 norms established during this field testing. These norms are included to indicate ceiling levels, and should not be used for comparative purposes. Table 8, page 23, provides the means and standard deviations for the Grade 2 classes in the six schools involved in the study. Table 9, page 24, shows the item results by answer options obtained from the Grade 2 field testing. For further information on the interpretation of these tables, as well as for additional findings of the study, see the Final Report: Evaluation of Selected Components of an Elementary Language Arts Program in a Small School Jurisdiction.

Table 2
GPLT Stimulus Selections and Sources, Grade 2

Subtest	Content	Source
1. Song	"The Back of the Crocodile"	Sharon, Lois, and Bram Elephant Jam, McGraw-Hill Ryerson, 1980 p. 26
2. Poem	"The Crocodile's Toothache"	Shel Silverstein, Where the Sidewalk Ends. Harper and Row, 1974, p. 66
3. Student Interview	"Saturday Morning Pet Parade--Second Interview"	John McInnes et. al. Saturday Magic, Toronto: Nelson Canada, 1977, pp. 45-48
4. Picture Stories	Original	G.P.S.D.# 2357

Table 3
GPLT Objectives/Items Matrix, Grade 2

Objectives	Subtests/Items			
	Song	Poem	Interview	Picture Stories
Literal Comprehension				
1. Identifying main ideas		7		
2. Identifying supporting details	2	8, 11	13, 14	
3. Matching verbal and pictorial details				17, 18, 19 20, 21
4. Identifying sequence of details	6	9		
5. Identifying word meanings	3		15	
Inferential/Critical Comprehension				
1. Making judgements		10	16	
2. Inferring feelings	1, 4, 5	12		

Table 4
GPLT Content, Grade 2

Subtest	Stimulus Format	Language Type	Items	Total Number of Items	Percent of Items	Approximate Time (min.)
	Intro.					2
1.	Song	Written	1 - 6	6	29	3
2.	Poem	Written	7 - 12	6	29	4
3.	Student Interview	Spontaneous	13 - 16	4	19	3
4.	Picture Stories	Written	17 - 21	5	23	3
				21	100	15

Table 5
GPLT Approximate Administration Time, Grade 2 *

Grade	Preparation and Instructions	Tape Content (Minutes)	Total Time (Minutes)
2	20	15	35

* A break after Subtest 2 may be taken at the discretion of the test administrator.

Table 6
GPLT Answer Key, Grade 2

Subtest 1	Subtest 2
1. A	7. B
2. B	8. B
3. B	9. B
4. A	10. B
5. C	11. C
6. C	12. A

Subtest 3	Subtest 4
13. C	17. B
14. A	18. A
15. B	19. C
16. A	20. A
	21. A

ADMINISTRATION PROCEDURES

Examiners should read the following instructions

before beginning the test administration

Materials

The following materials are required for test administration.

1. Required number of Student Booklets.
2. One or more sharpened pencils with erasers for each student.
3. Audio tape cassette of the Grade 2 GPLT (optional-see Overview, p. 7).

Test Preparation

The following items should be used as a checklist to ensure effective test administration.

1. The transcript and/or tape recording of the test should be reviewed to ensure familiarity with the test content.
2. The test should be given in a quiet place where there is a minimum of distraction.
3. The administration should not begin until each student has one or more pencils with erasers and a Student Test Booklet.
4. The examiner should ensure that the students are always responding to the directions correctly and to each question as it is asked. It may be necessary to have more than one examiner present during the test administration.

Test Administration

The following should be done in the order in which they are listed below.

1. Distribute the Student Test Booklets. Then give the following instructions.

   A. On the cover page of your Student Test Booklet are some blanks to fill in.

   Write your name in the blank after the word NAME. (Point)

   Write your grade (Grade 2) in the blank after the word GRADE. (Point)

Write your school (give name of school) in the blank after the word SCHOOL. (Point)

Write my name in the blank after the word TEACHER. (Point)

B. Make sure that all students have filled in all of the information correctly.

2. Give the following instructions. (If a tape recorder is not used, change the instructions accordingly.)

I want you to listen very carefully. In a moment I will be starting the tape recorder. You will be told what this test is about and how to answer the test questions. First you will listen to a sample question and then you will learn how to mark your answer in the Test Booklet. If you have any questions you may ask them when the directions are all finished and I have turned off the tape recorder.

3. Start the tape recorder. The students will hear the following material. (NB: All material in boxes is on the tape recording.)

This is a test of how well you can listen. First you will listen to a sample question and then you will learn how to mark your answer in your Test Booklet. If you have any questions you may ask them when the directions are finished.

You will hear a song about a lady on the back of a crocodile, a poem about a crocodile's toothache, an interview about a salamander, and see a description of some animals. After each selection you will be asked some questions about what you heard.

Listen carefully, because you will hear the selections and questions only once. You will find the answers in your Test Booklet. Three answers are given for each question but only one answer is right. You must choose the best answer. Then, in your Test Booklet, put a circle around the letter beside the answer you have chosen.

Now here is a sample question to try. Turn to page 1. Look at the answers in the Box marked Sample. Here is the question.

When I listen, I use my ears. Question: What do I use to listen with?

A. nose
B. ears
C. mouth

Put a circle around the letter next to the best answer. (Pause) I use my ears to listen with, so you should have put a circle around the letter B.

4. Stop the tape recorder. Check that all students have circled the letter B. Ask for and answer any questions.

5. Start the tape recorder. The students will hear the following material.

> Now you will answer all the questions in the same way as you did the Sample. Are you ready? Listen carefully while I read the directions out loud.

6. Stop the tape recorder. Give the following instructions.

   Now turn to the next page in your Test Booklet. (NB: This is page 2.) As you see, this page has the name of the first selection you will hear printed on it: The Back of the Crocodile. Point to that. Don't turn the page until I tell you to do so. Ready? Here we go.

7. Start the tape recorder. The students will hear the following material.

> You are going to listen to a person sing a song about a girl on the back of a crocodile. After you have heard the song, I will ask you some questions about it. Listen carefully because you will only hear it once.
>
> Oh, she sailed away
> On a sunny summer day
> On the back of a crocodile.
> "You see," said she,
> "He's as tame as he can be,
> I'll ride him down the Nile."
>
> The croc winked his eye
> As she waved them all goodbye
> Wearing a happy smile.
> At the end of the ride
> The lady was inside
> And the smile was on the crocodile.

8. Stop the tape recorder. Tell the students to turn to the next page (NB: This is page 3.), on which the answer choices for The Back of the Crocodile are provided. Then tell them to get ready for question 1. After the first question has been given and the students have responded, stop the tape recorder once again and check that each student has circled an answer.

9. Start the tape recorder. The students will hear the following material.

1. How did the girl feel at the beginning?

   A. She felt sure of herself.
   B. She felt nervous.
   C. She felt afraid.

2. What happened to the lady?

   A. She fell off the crocodile.
   B. She was eaten.
   C. She fell off the boat.

3. What is the Nile?

   A. It is a road.
   B. It is a river.
   C. It is a pathway.

4. What is the crocodile like?

   A. He is clever.
   B. He is stupid.
   C. He is helpful.

5. Why did the crocodile wink?

   A. He told a joke.
   B. He had an eyelash in his eye.
   C. He was planning something.

6. When did the crocodile wink?

   A. He winked at the beginning of the song.
   B. He winked at the end of the song.
   C. He winked in the middle of the song.

10. Stop the tape recorder. Give the following instructions.

Now turn to the next page, number 4. In the centre are the words The Crocodile's Toothache. Point to them. Now you will hear the next selection. Remember not to turn the page until you are told to do so. Listen carefully.

11. Start the tape recorder. The students will hear the following material.

> You are going to listen to a teacher read a poem about a crocodile who goes to the dentist. After you have heard the teacher read the poem, you will answer the questions in your booklet. Listen carefully because you will only hear it once.
>
> The Crocodile
> Went to the dentist
> And sat in the chair,
> And the dentist said, "Now tell me, sir,
> Why does it hurt and where?"
> And the crocodile said, "I'll tell you the truth,
> I have a terrible ache in my tooth,"
> And he opened his jaws so wide, so wide,
> That the dentist, he climbed right inside,
> And the dentist laughed, "Oh, isn't this fun?"
> As he pulled the teeth out, one by one.
> And the Crocodile cried, "You're hurting me so!
> Please put down your pliers and let me go."
> But the dentist just laughed with a ho, ho, ho,
> And he said, "I still have twelve to go--
> Oops, that's the wrong one, I confess,
> But what's one crocodile tooth, more or less?"
> Then suddenly the jaws went SNAP,
> And the dentist was gone, right off the map,
> And where he went one could only guess . . .
> To north or south or east or west.
> He left no forwarding address.
> But what's one dentist, more or less?
>
> Now turn to the next page. Get ready for question 7.

12. Stop the tape recorder. Make sure the students are now on page 5 of the Test Booklet.

13. Start the tape recorder. The students will hear the following material.

7. What was the main idea of the poem?

   A. To tell people the crocodile had a toothache.
   B. To show that the dentist wasn't treating the crocodile fairly.
   C. To see how many teeth the dentist could pull.

8. What did the dentist say?

   A. He said, "You're hurting me so."
   B. He said, "Ho, ho, ho."
   C. He said, "Sit down in the chair."

9. What happened to the dentist at the end?

   A. He saw another patient.
   B. He was gone right off the map.
   C. He went to look at a map.

10. How do you think the dentist should have treated the crocodile?

   A. He should have told the crocodile to come back on a day when he was in a better mood.
   B. He should only have pulled the tooth that ached.
   C. He should have given the crocodile a new set of teeth.

11. Did the dentist listen to the crocodile?

   A. No, he couldn't understand crocodile language.
   B. No, he was too angry and kept pulling teeth.
   C. No, he just laughed and kept pulling teeth.

12. How did the dentist feel?

   A. He felt happy.
   B. He felt grouchy.
   C. He felt worried.

14. Stop the tape recorder. Give the following instructions.

    Now turn to page 6. In the centre are the words Saturday Morning Pet Parade. Point to them. Now you will hear the next selection. Remember not to turn the page until you are told to do so. Listen carefully.

15. Start the tape recorder. The students will hear the following material.

You are going to listen to a tape with two children talking about salamanders. When they are finished, you will have to know where the salamander was found, what a terrarium is and what a salamander eats.

Pat: Here's Allison with our next interesting pet. And here's Frank to ask her some questions.

Frank: Where did you get your pet salamander?

Allison: I found her in the woods. She was hiding under some leaves.

Frank: How big was she when you found her?

Allison: She was about eight centimetres long.

Frank: How did you get her home?

Allison: I put her in a little plastic box. Now I keep her in a terrarium.

Frank: Is it a good home for her?

Allison: Oh, yes. I went to the woods and got some ferns and some little trees to put in the terrarium. I found some moss and some nice earth with a little bit of wood in it, too. It's a good home for her now.

Frank: Why do you keep a top on the terrarium?

Allison: If you don't keep a top on it, it all dries out. Plants need some water to live, and a salamander needs water too. She likes to live where it's damp.

Frank: What do you feed your pet?

(. . . continued)

Allison: She eats insects most of the time. Sometimes she takes little bites of the plants and moss.

Frank: Is she easy to look after?

Allison: Well, if you go away for a long time, she can look after herself.

Frank: Can you pick her up?

Allison: Oh, yes. Once, when I picked her up she jumped right out of my hand. Now I'm very careful. She can walk up the glass wall in the terrarium. See her?

Frank: Yes, I see. Do you show your salamander to your friends?

Allison: Sometimes I do. They say, "Hey, what's that?" and I tell them it's a salamander and how I got her. Then they say, "I'd like a salamander, too."

Frank: Thanks for bringing your pet to the Pet Parade, Allison. Now here's Pat. She has another guest for us to meet.

Now turn to the next page. Get ready for question 13.

16. Stop the tape recorder. Make sure the students are now on page 7 of the Test Booklet.

17. Start the tape recorder. The students will hear the following material.

13. Why does the salamander live in the woods?

A. It is dark.
B. It is dry.
C. It is damp.

14. What does it eat?

A. It eats insects most of the time.
B. It eats plants and moss most of the time.
C. It eats ferns most of the time.

(. . . continued)

15. What is a terrarium?

A. It is a plastic container.
B. It is a glass container.
C. It is a wooden container.

16. Is the salamander easy to look after?

A. Yes, it is.
B. No, it isn't.
C. I'm not sure.

18. Stop the tape recorder. Give the following instructions.

Now turn to page 8. In the centre are the words Picture Stories. Point to them. Now you will hear the next set of selections. Remember not to turn the page until you are told to do so. Listen carefully.

19. Start the tape recorder. The students will hear the following material.

You are going to listen to five short stories. You will be asked to circle the letter under the picture that I talk about. The pictures are very much the same. Listen carefully as you will only hear it once.

Turn to the next page.

20. Stop the tape recorder. Make sure the students are now on page 9 of the Test Booklet.

21. Start the tape recorder. The students will hear the following material.

Story 1

17. A tiger with three stripes was standing under a tree looking at two monkeys eating a banana.

Circle the correct answer.

Story 2

18. A giraffe with a long neck was peeking over a wall. The zoo keeper placed a pail of water behind him and walked away.

Circle the correct answer.

Turn to the next page. (Page 10)

Story 3

19. In a garden beside a shed sat a rabbit. He had just pulled a bunch of carrots and was munching on one. He didn't notice an owl sitting on a fence post nearby.

Circle the correct answer.

Story 4

20. There was a tall skinny bird standing on one leg. Beside him was a very tiny black bird. Two birds with big beaks were standing on the other side.

Circle the correct answer.

Turn to the next page. (Page 11)

Story 5

21. A skunk was walking towards the woods with his tail dragging. The sky was becoming cloudy. There was no one around to play with.

Circle the correct answer.

Close your test booklet.

RESULTS TABLES

Table 7
Norms, Grade 2

Scores	Percentile
6	1
7	2
8	3
9	4
10	5
11	7
12	10
13	17
14	26
15	35
16	46
17	60
18	75
19	87
20	95
21	99

Table 8
School/Class Results, Grade 2

School	Classes	Mean	Standard Deviation
1	A	16.0	2.5
	B	15.3	2.5
	C	17.7	2.3
	Total	16.1	2.6
2	A	17.3	2.1
	B	17.1	2.1
	C	15.6	3.1
	Total	16.6	2.6
3	A	15.3	3.3
	B	16.4	3.6
	Total	15.8	3.4
4	A	15.0	2.4
	B	16.8	2.0
	C	15.4	2.9
	Total	15.9	2.6
5	A	18.0	2.1
6	A	13.3	3.7
	B	16.0	2.8
	Total	14.6	3.5
City		16.1	2.9

Table 9
Item Results, Grade 2

Scale	Item	Alternative A	B	C
1	1	.68*	.11	.21
	2	.19	.77*	.04
	3	.04	.76*	.20
	4	.62*	.17	.21
	5	.05	.11	.83*
	6	.15	.21	.64*
2	1 (7)	.29	.49*	.22
	2 (8)	.18	.68*	.14
	3 (9)	.02	.96*	.02
	4 (10)	.94	.90*	.06
	5 (11)	.06	.03	.90*
	6 (12)	.69	.13	.18*
3	1 (13)	.07	.11	.82*
	2 (14)	.81*	.14	.05
	3 (15)	.13	.84*	.04
	4 (16)	.64*	.09	.27
4	1 (17)	.25	.64*	.09
	2 (18)	.68*	.25	.05
	3 (19)	.06	.13	.79*
	4 (20)	.78*	.07	.14
	5 (21)	.88*	.11	.01

* indicates correct answer, see Table 6, p. 11

GRANDE PRAIRIE LISTENING TESTS

STUDENT TEST BOOKLET

GRADE TWO

NAME: _____

GRADE: _____

SCHOOL: _____

TEACHER: _____

Grande Prairie School District #2357
Grande Prairie, Alberta

1986

SAMPLE QUESTION

A. nose

B. ears

C. mouth

Subtest 1

THE BACK OF THE CROCODILE

Subtest 1: The Back of The Crocodile

1. A. She felt sure of herself.
   B. She felt nervous.
   C. She felt afraid.

2. A. She fell off the crocodile.
   B. She was eaten.
   C. She fell off the boat.

3. A. It is a road.
   B. It is a river.
   C. It is a pathway.

4. A. He is clever.
   B. He is stupid.
   C. He is helpful.

5. A. He told a joke.
   B. He had an eyelash in his eye.
   C. He was planning something.

6. A. He winked at the beginning of the song.
   B. He winked at the end of the song.
   C. He winked in the middle of the song.

This is the end of Subtest 1.

Subtest 2

THE CROCODILE'S TOOTHACHE

Subtest 2: The Crocodile's Toothache

7. A. To tell people the crocodile had a toothache.

   B. To show that the dentist wasn't treating the crocodile fairly.

   C. To see how many teeth the dentist could pull.

8. A. He said, "You're hurting me so."

   B. He said, "Ho, ho, ho."

   C. He said, "Sit down in the chair."

9. A. He saw another patient.

   B. He was gone right off the map.

   C. He went to look at a map.

10. A. He should have told the crocodile to come back on a day when he was in a better mood.

    B. He should only have pulled the tooth that ached.

    C. He should have given the crocodile a new set of teeth.

11. A. No, he couldn't understand crocodile language.

    B. No, he was too angry and kept pulling teeth.

    C. No, he just laughed and kept pulling teeth.

12. A. He felt happy.

    B. He felt grouchy.

    C. He felt worried.

This is the end of Subtest 2.

Subtest 3

SATURDAY MORNING PET PARADE

Subtest 3: Saturday Morning Pet Parade

13. A. It is dark.
    B. It is dry.
    C. It is damp.

14. A. It eats insects most of the time.
    B. It eats plants and moss most of the time.
    C. It eats ferns most of the time.

15. A. It is a plastic container.
    B. It is a glass container.
    C. It is a wooden container.

16 A. Yes, it is.
    B. No, it isn't.
    C. I'm not sure.

This is the end of Subtest 3.

Subtest 4

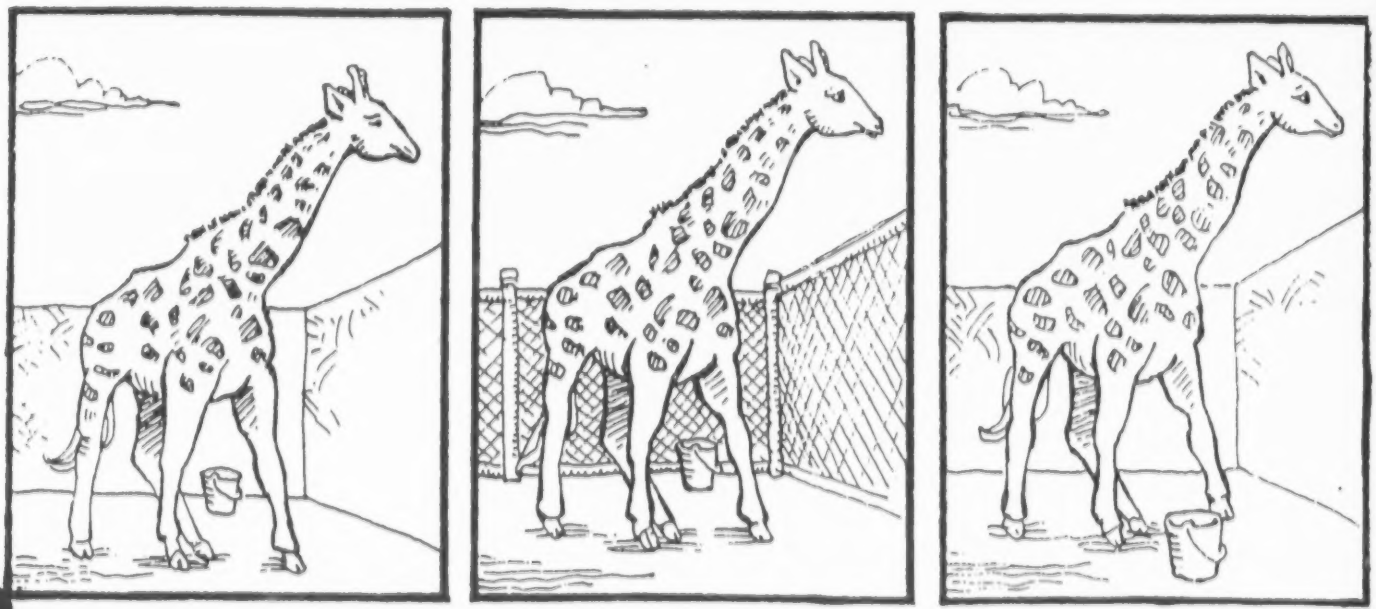
PICTURE STORIES

Subtest 4: Picture Stories

17.

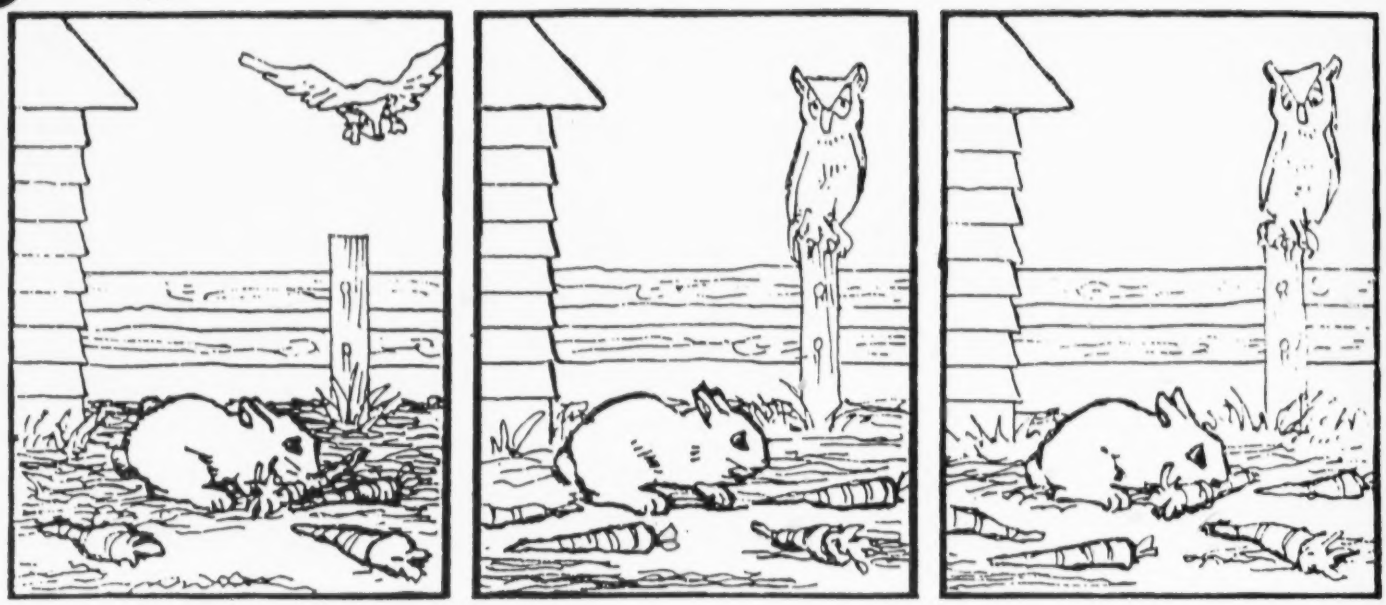
A. B. C.

18.



A. B. C.

19.

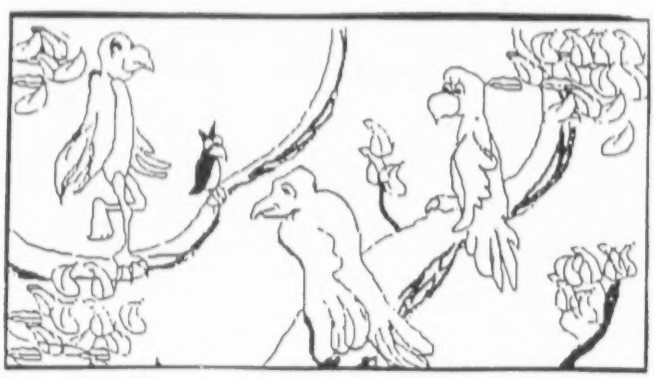


A. B. C.

20.

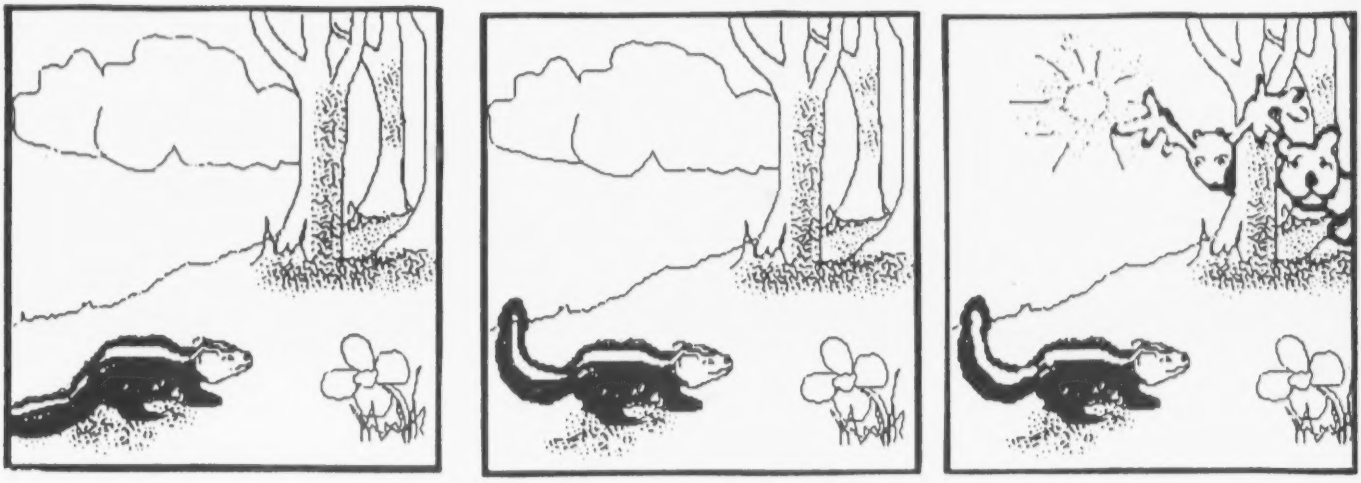
A.

B.



C.

21.



A. B. C.

This is the end of the Listening Test.

GRANDE PRAIRIE LISTENING TESTS

TEACHER'S MANUAL

GRADE THREE

(Under Contract with Alberta Education)

Grande Prairie School District #2357
Grande Prairie, Alberta

1986

The contents of this Teacher's Manual are not intended to imply, either explicitly or otherwise, Alberta Education policy regarding evaluation of student listening skills or evaluation of teaching performance.

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BACKGROUND

During the past several years, Grande Prairie School District #2357 has been involved, under a contract with Alberta Education, in a study designed to evaluate the district's language arts program through an assessment of student achievement based on specific product outcomes. A major focus of this study, as indicated in the Final Report: Evaluation of Selected Components of an Elementary Language Arts Program in a Small School Jurisdiction, has been the area of listening.

The teaching of listening is mandated by Alberta Education, and objectives for listening instruction are provided in its curriculum guides. However, in the past, Alberta Education had often indicated its concern with the lack of attention to the listening dimension of the language arts curriculum, both in teaching and evaluation emphases. It is difficult for teachers to undertake the development of curriculum in areas where student needs have not been clearly delineated. Since few evaluation instruments appropriate to the elementary level exist for assessing listening, the development of such instruments was deemed essential for this study.

With the guidance of an Alberta Education Steering Committee, district administrators, and external consultants, district teacher committees at the Grades 1-4 levels specified a set of objectives upon which the Grande Prairie Listening Tests (GPLT) at each of these levels were based. Table 1 on page 3 presents these objectives. These committees then constructed test blueprints at each grade level, identified stimulus selections, and designed test items. The instruments were administered on both a pilot and field test basis at each grade level. Following statistical analyses of the pilot and field test results, a final version of the GPLT for each of Grades 1-4 was constructed. The final version at the Grade 3 level is provided in this Teacher's Manual.

The Grande Prairie Listening Tests have a number of potential uses. Among these are the provision of information concerning the hypothesized nature of the listening task as well as the identification of the domains and skills that comprise this task. Thus the tests can be used to provide guidance for the planning and implementing of the instructional program in listening. However, without additional research, the Grade 3 test should not be used for program evaluation. See Final Report, Research Cluster One: Listening (Problem One, Findings). While the test results can provide general information about student needs in the various listening areas, they should not be used at this level to assess the achievement of students in terms of gain scores. Perhaps the greatest benefit of these tests is in the area of staff development in listening. As teachers examine the test content and the results of test administrations, they can work together to determine the most appropriate goals for their own listening programs and the most effective ways to meet their students' needs in listening growth and development.

A number of publications have resulted from this study, which included in its major purposes the development and validation of listening achievement tests, an investigation of the use of holistic and analytic scoring techniques for written composition, and an examination of the relative values of process-oriented and product-oriented program evaluation in the language arts.

A description of all the research clusters and questions of the study, as well as its findings, can be found in the Final Report, available from Alberta Education. Available as well are Teacher's Manuals for the GPLT and the accompanying Student Test Booklets at each of Grades 1-4. Two Teacher Marking Packages for Written Composition, one for Grade 3 and one for Grades 4/5, are also available from Alberta Education. However, these were developed for use in inservice workshops during the study, and are included in the publications package for historical purposes only.

Table 1
GPLT Grade Level Objectives

Objectives	Grade Level 1	2	3	4
Literal Comprehension				
1. Identifying main idea	X	X	X	X
2. Identifying supporting details	X	X	X	X
3. Matching/comparing details	X	X	X	X
4. Identifying sequence of details	X	X	X	X
5. Identifying word meanings	X	X	X	
6. Following directions				X
Inferential/Critical Comprehension				
1. Making judgements/drawing conclusions	X	X	X	X
2. Inferring feelings	X	X	X	X
3. Predicting details/outcomes	X		X	
4. Noting similarities and differences				X
5. Relating intonation to feelings	X		X	
6. Identifying cause and effect				X
7. Identifying point of view				X

OVERVIEW

The Grande Prairie Listening Tests (GPLT) are designed to examine students' ability to comprehend spoken language, both spontaneous and prepared, and written language read orally. Separate tests have been developed for each of Grades 1, 2, 3, and 4. This Teacher's Manual provides the content and directions for administering the GPLT at the Grade 3 level.

Language Types

In general, there are two main types of spoken language: spontaneous and prepared spontaneous. The first, spontaneous spoken language, is generated as a person talks, and is organized as the person's thoughts take shape. It is the talk used in conversation, gossip, etc., as well as in solving problems when thinking aloud. The second, prepared spontaneous language, is generally organized prior to its use (as in giving a report from notes), usually in terms of a particular audience and purpose.

However, oral communication often involves a third type of language--written language read aloud. Written language involves features that are somewhat different from those of spontaneous and spontaneous prepared language. In written language, for example, sentences are carefully structured and linked. Written language is tightly organized, and contains more objective details and fewer ambiguous ones than does spoken language. Both types of spontaneous language are often loosely organized, with longer and less well structured sentences. Spoken language may be characterized by incomplete or ungrammatical utterances, repetitive false starts, redundancies (repetitions of words and phrases), and fillers (um, ah, you know, etc.).

Written language also contains punctuation to indicate such vocal factors as intonation, pitch, and stress. Thus an oral reader is guided by the clues presented by the writer. Specific vocabulary and writing conventions are also used by the writer to provide information to the reader, who, when reading aloud, conveys this information through vocal factors (volume, pitch, juncture, etc.) and nonverbal clues (gestures, body movement, etc.).

The skills involved in the comprehension of these types of oral language are somewhat different, and these differences are generally reflected in the GPLT.

Test Content

Both spoken and written language may consist of casual, informal, and formal levels of language, depending on the audience, the speaker's purpose and talk format, and the context in which the communication takes place. Thus the subtests that comprise the various levels of the GPLT contain stimulus selections which reflect a variety of audiences (different ages, different sizes, etc.); a variety of purposes (to inform, to entertain, etc.); a variety of talk formats (poetry, prose, conversation, etc.); and a variety of contexts (classroom, assemblies, etc.). In general the contexts are classroom based, although at certain levels some are more public (news reports, etc.), and the stimulus selections represent teacher and student spoken language. The sources of the selections for the Grade 3 GPLT are provided in Table 2 on page 8.

The objectives on which the listening tests are based are generally concerned with literal and inferential/critical listening skills. The objectives at each level were specified by inservice teachers in the Grande

Prairie School District #2357, who also chose the stimulus selections and developed the test items. An Objectives/Items Matrix indicating the items which test the various objectives at the Grade 3 level is provided in Table 3 on page 9. Examination of this table indicates that there are 10 objectives and 22 items on the Grade 3 test.

The stimulus subtests for each grade level of the GPLT are similar in format. However, the content may differ from grade to grade. Each of the subtests is composed of a stimulus selection along with questions related to the selection. Multiple choice items are used throughout, with three choices provided for each item.

The subtest format, language type, and number of items for the Grade 3 GPLT are provided in Table 4, page 10. Approximate administration times for each subtest are included in this table as well.

General directions to teachers for administering the GPLT as well as individual subtest instructions for students are included in this Teacher's Manual. The stimulus selections, questions, and answer options are also provided.

Both the pilot and field testing of the GPLT involved the use of audio tape recordings of the test content, taped most often by Grande Prairie teachers and students.

A complete tape transcript of the test content at the Grade 3 level is included in this Teacher's Manual. However, it is recommended that school districts or individual teachers use this transcript as a guide for developing their own version of each level of the test, either taped or "live." Students may attend more comfortably to the familiar voices of their teachers and classmates than they may to a tape made by others. In developing such a version, teachers should not feel constrained by the administration times provided in the tables on page 10, but should use these as guides.

Student Test Booklets

The Student Test Booklets at each level include the answer options for each subtest. At some levels, a sample question or subtest directions are included as well. For each subtest, the answer options are preceded by a page containing only the name of the subtest stimulus selection. Students should be directed to focus on this page as they listen to the selection. As well, they should be instructed not to turn to the answer options for the subtest until told to do so. The use of these pages should preclude confusions which can arise when students are able to read the answer options while they are listening to the stimulus selection.

Selected Findings

Following the Test Administration section are several Results Tables which provide selected data analysis from the field testing of the GPLT. Table 7, page 23, presents the Grade 3 norms established during this field testing. These norms are included to indicate ceiling levels, and should not be used for comparative purposes. Table 8, page 24, provides the means and standard deviations for the Grade 3 classes in the six schools involved in the study. Table 9, page 25, shows the item results by answer options obtained from the Grade 3 field testing. For further information on the interpretation of these tables, as well as for additional findings of the study, see the Final Report: Evaluation of Selected Components of an Elementary Language Arts Program in a Small School Jurisdiction.

Table 2
GPLT Stimulus Selections and Sources, Grade 3

Subtest	Content	Source
1. Student talk: Recipe	"Wonder Soup"	Original Story, G.P.S.D. #2357
2. Story	"Story 42"	Adapted from a story by Stephen Southwold in Developing Comprehension in Reading, Level-5, J.M. Dent and Sons (Ltd), 1963, pp. 191-197.
3. Poem	William Wise "After the Party"	Bill Martin Jr. and Peggy Brogan. Sounds After Dark. Holt, Rinehart, and Winston, 1972 p. 288.

Table 3
GPLT Objectives/Items Matrix, Grade 3

Objectives	Subtests/Items		
	Recipe	Story	Poem
Literal Comprehension			
1. Identifying main ideas	1	1	2
2. Identifying supporting details			3
3. Identifying sequence of details		2,3	
4. Comparing details	4	9	
5. Identifying word meanings		6	
Inferential/Critical Comprehension			
1. Predicting outcomes	3		5
2. Making judgements	2	5,10	
3. Drawing conclusions		4,7	1,6
4. Relating intonation to mood and meaning		11,12	
5. Inferring feelings		8	4

Table 4
GPLT Content, Grade 3

Subtest	Stimulus Format	Language Type	Items	Total Number of Items	Percent of Items	Approximate Time (min.)
	Instructions					2
1.	Recipe	Spontaneous	1 - 4	4	18	5
2.	Story	Written	1 - 12	12	55	13
3.	Poem	Written	1 - 6	6	27	5
				22	100	25

Table 5
GPLT Approximate Administration Time, Grade 3 *

Grade	Preparation and Instructions	Tape Content (Minutes)	Total Time (Minutes)
3	15	25	40 plus break if desired

* A break after Subtest 2 may be taken at the discretion of the test administrator.

Table 6
GPLT Answer Key, Grade 3

Subtest 1

1. B
2. B
3. A
4. C

Subtest 2

1. B
2. A
3. C
4. C
5. B
6. B
7. C
8. A
9. B
10. B
11. B
12. C

Subtest 3

1. B
2. C
3. B
4. C
5. A
6. A

ADMINISTRATION PROCEDURES

Examiners should read the following instructions

before beginning the test administration

Materials

The following materials are required for test administration.

1. Required number of Student Booklets.
2. One or more sharpened pencils with erasers for each student.
3. Audio tape cassette of the Grade 3 GPLT (optional-see Overview, p. 7).

Test Preparation

The following items should be used as a checklist to ensure effective test administration.

1. The tapescript and/or tape recording of the test should be previewed to ensure familiarity with the test content.
2. The test should be given in a quiet place where there is a minimum of distraction.
3. The administration should not begin until each student has one or more pencils with erasers and a Student Test Booklet.
4. The examiner should ensure that the students are always responding to the directions correctly and to each question as it is asked. It may be necessary to have more than one examiner present during the test administration.

Test Administration

The following should be done in the order in which they are listed below.

1. Distribute the Student Test Booklets. Then give the following instructions.

   A. On the cover page of your Student Test Booklet are some blanks to fill in.

   Write your name in the blank after the word NAME. (Point)

   Write your grade (Grade 3) in the blank after the word GRADE. (Point)

Write your school (give name of school) in the blank after the word SCHOOL. (Point)

Write my name in the blank after the word TEACHER. (Point)

B. Make sure that all students have filled in all of the information correctly.

2. Give the following instructions. (If a taped version is not used, change the instructions accordingly)

I want you to listen very carefully. In a moment I will be starting the tape recorder. You will be told what this test is about and how to answer the test questions. Then I will ask you to tell me what you have heard. If you have any questions you may ask them when the directions are finished and I have turned off the tape recorder.

3. Start the tape recorder. The students will hear the following material. (NB: All material in boxes is on the tape recording.)

> This is a test of how well you can listen. Be sure to listen very carefully. You will hear a young child telling a recipe to her class, a story about a king who likes soup, and a poem about a boy who went to a party. Listen carefully, because you will hear the selections and questions only once. You will find the answers in your Test Booklet. Three answers are given for each question, but only one answer is correct. You must choose the best answer. Then, in your Test Booklet, put a circle around the letter beside the answer that you have chosen. Do not turn the page until told to do so.

4. Stop the tape recorder. Ask the students to tell you three important pieces of information that they heard on the tape. Be sure they include the fact that they must choose the best answer from three possible answers for each question on the test. Then ask for any questions.

5. Give the following instructions.

Now we know that you will listen to a story, or a poem, or someone talking, and that you will be asked some questions about what you've heard. We know that there will be three possible answers, and that you must choose the best one. Each answer will have the A, B, or C in front of it. When you have picked your answer, you must circle the letter in front of it, either the A, B, or C.

6. On the chalkboard, write the following.

A. nose
B. ears
C. mouth

Then give the following instructions.

> Here is a sample question to try. Look at the three answer choices on the chalkboard. Now listen carefully to what I say.
>
> When I listen, I use my ears.
>
> Question: What do I use to listen with?
>
> Which of the three answer choices on the chalkboard is the best? We use our ears to listen with, so which is the best answer? (Pause for response from students.) Now how do we show that B is our choice for best answer? (Pause for response from students: We put a circle around the B.)

Then have a student go to the chalkboard and circle the B.

> Remember that it is very important for you to listen carefully to the selections and the questions that you hear on the tape, because they are not in your Test Booklet. Only the answers are printed there. However, you will hear the answers along with the selections and questions.

7. Give the following instructions.

> Now turn to the first page of your Test Booklet. (NB: This is page 1.) As you see, it has the name of the first selection printed on it: Recipe for Wonder Soup. Find this and point to it. (Pause and check that all students are pointing to this.)
>
> Now you will hear the recipe. Do not turn the page until you are told to do so. Ready? Here we go.

8. Start the tape recorder. The students will hear the following material.

> You are going to listen to a your child tell of an unusual recipe. A recipe gives you directions about how to prepare something. The recipe which she gives to the children in her class is called Wonder Soup.
>
> First you take the stuff from the garden. You know, the green stuff. Cut it up but, oh yeah, don't forget to wash it first. You can use the hose if your mom is in the sink. Anyway, you put the green stuff in the big blue speckled pot. Add a bunch of water and some salt and--what's the name of the other stuff. . . you know, the stuff that you shake out? Chop up some onions but be careful or you might cut your finger. You'd get blood all over everything and
>
> (. . . continued)

have a real mess? Then you'd have to dump in about 100 kilograms of noodles and stir with a big wooden spoon, the one Mom uses to spank me with sometimes. Now eat it.

Now turn to the next page. Get ready for question 1.

9. Stop the tape recorder. Make sure that all students are now on page 2, on which the answer choices for Wonder Soup are provided. After the first question has been given and the students have responded, stop the tape recorder once more and check that each student has circled an answer.

10. Start the tape recorder. The students will hear the following material.

1. Which of the following titles best fits the main idea of the story?

   A. Cutting Your Finger
   B. How To Make Wonder Soup
   C. How To Eat Soup

2. If the girl wanted to be sure the other children could make wonder soup, she should have:

   A. told them how to wash the vegetables
   B. told them how much of each thing to use
   C. told them how to make noodles to go with the soup

3. You would probably not want to make wonder soup because:

   A. it would probably not taste good
   B. it wouldn't be enough for supper
   C. it would cost a lot of money

4. Listen again to this sentence: "Anyway, you put the green stuff in the big blue speckled pot." Which one of these sentences means the same thing?

   A. You put the stuff in the green pot.
   B. You put the water in the blue speckled pot.
   C. The blue speckled pot is where you put all the green stuff.

This is the end of Subtest 1. Do not turn the page.

11. Stop the tape recorder. Give the following instructions.

    Now turn to the next page, number 3. In the centre are the words King Gourmet. A "gourmet" is someone who really loves to eat.

    Here is a story about King Gourmet. Remember not to turn the page until you are told to do so.

12. Start the tape recorder. The students will hear the following material.

> You are going to hear a story about a King who likes soup. Listen carefully as the story is read. When the story is finished, I will ask you some questions about what you have heard.
>
> Many years ago there lived a King called Gourmet. He was a stout and likeable gentleman who had a great fondness for fine foods. His father, too had been extremely fond of dainty dishes. In his prime he had been known to eat seven meals a day and nine on Sunday.
>
> No dish pleased King Gourmet more than soup. To him nothing coud be more delightful! So one day the greatest cooks in the world were invited to his palace. Each one was to prepare his finest dish of soup.
>
> From all directions the world's greatest cooks came to his kingdom. There were fifty-seven of them who wanted to show their skill. Some drove carts loaded with pots and pans, strainers and spoons, onions, garlic, and many odd vegetables. Some pushed handcarts brimming with cooking tools. Others just carried sacks.
>
> Soon the great kitchen was filled with feet tramping to and fro. Pots and pans clattered. Steam rose in great clouds from the huge pots and copper kettles. Torch-bearers had to be brought to light the room for the poor perspiring cooks.
>
> Each cook was given a tiny silver whistle. He blew this when his soup was ready. Then King Gourmet hurried over, sampled the soup, and put a mark in his huge record book beside the name of the cook.
>
> The next ten minutes were the most exciting that anyone could imagine. Back and forth dashed King Gourmet. His face was red. He panted and gasped. When it was all over, he called for silence. He licked his burnt lips while the
>
> (. . . continued)

people fell silent. Just as he was about to name the winner, a great noise was heard coming from the palace gateway.

The doors were flung wide. Into the kitchen waddled the oddest little man. His body was round like a balloon. It shivered and shook upon two short fat legs. On top was a little bald head.

"How dare you burst in!" snapped the King.

"I dare anything, mighty King!" answered the little fat man in a squeaky voice.

"Who are you?" screamed the King.

"I am Bobbwinckle, the world's greatest cook," answered the odd little man.

"Well, you're too late," snorted King Gourmet, looking down at his book.

"Please yourself," said Bobbwinckle with a queer little laugh. "But remember, you lose, not me."

The King was all mixed up. He shut his book with a snap and cried, "Hurry up! I'll give you just twenty minutes."

So from his bag Bobbwinckle took a handful of mushrooms, six onions, eight carrots, four turnips, some spice, garlic and rice, a handful of barley, two other vegetables, and some toasted bread-crumbs. He tossed these into one of the great pots and began to stir quickly.

The other cooks watched him with delight. He was using exactly the same things that they had used. They laughed openly and loudly at him. However, this did not bother Bobbwinckle at all. He went on with his cooking until a moment or two before the time was up. Then he nodded his head four times and stood back from the boiling pot.

The King took his golden spoon and walked forward. Bobbwinckle waved him back. "One moment!" he cried and clapped his fat hands together.

At once four strong men came into the kitchen. They could barely carry a great iron chest. Bobbwinckle then drew forth a bunch of twelve keys. He used the biggest key to unlock the great chest. From it he lifted another chest that was just as strong but a little bit smaller. He unlocked this and brought out a third chest. Inside it was

(. . . continued)

a fourth one. Bobbwinckle kept unlocking until all twelve chests had been opened. Then Bobbwinckle showed the King what was inside the last chest. It was a little silver bottle lying in cotton wool.

Bobbwinckle walked to the steaming pot. He opened the silver bottle. Just three drops went into the soup. They were colourless. Once again he stirred quickly and then turned to King Gourmet. "Now taste!" he squeaked proudly.

The golden spoon was filled with this new soup. The King tasted it and swallowed it. Everyone stared at him, amazed. Never had they seen such a wonderful smile of delight on the King's face. He dropped the golden spoon and hugged Bobbwinckle. He kissed him loudly upon both his fat cheeks. "O marvellous cook!" he cried. "This is magic! Kneel down at once!"

It took time, but Bobbwinckle got down on his fat little knees. With the golden spoon King Gourmet touched his bald head. "Arise, Lord Bobbwinckle," he cried. "You are now the Royal Cook!"

The other cooks were sad and angry. As they left, the King whispered to Lord Bobbwinckle "Tell me your secret."

"No, Your Majesty," laughed Bobbwinckle. "That is my secret. But you shall know when I die."

Many years later, Lord Bobbwinckle died. He left an envelope for King Gourmet. It was marked, "The Secret of Bobbwinckle." King Gourmet's hands shook as he opened it. There was nothing inside but a scrap of paper. On it was one word. That word was "Water."

Now turn to the next page. Get ready for question 1.

13. Stop the tape recorder. Make sure that the students are now on page 4 of the Test Booklet.

14. Start the tape recorder. The students will hear the following material.

1. The main idea of this story is:

   A. Good cooks use secret ingredients.
   B. How Bobbwinckle tricked the King.
   C. That King Gourmet loves soup.

2. What happened right after King announced a contest to find the best soupmaker?

   A. The world's greatest cooks entered the contest.
   B. Bobbwinckle entered the contest.
   C. Everybody entered the contest.

3. What happened after the King had sampled all the soups?

   A. The world's greatest cooks entered the contest.
   B. Bobbwinckle won the contest.
   C. Bobbwinckle entered the contest.

4. Why was the bottle hidden inside of twelve chests?

   A. This was the safest way to carry it.
   B. No one could steal it there.
   C. Bobbwinckle wanted the King to think it was precious.

5. Why was Bobbwinckle late for the contest?

   A. The boxes were too heavy to carry.
   B. He wanted to hold everyone's attention.
   C. He got lost along the way.

6. In the following sentence, what does "dare" mean?
   "How <u>dare</u> you burst in!" snapped the King.

   A. to be angry enough to interrupt
   B. to be brave enough to interrupt
   C. to be proud enough to interrupt

Now turn the page for question 7.

(. . . continued)

7. Bobbwinckle won the contest by:

   A. good cooking
   B. magic
   C. a trick

8. After King Gourmet read the scrap of paper, he may have felt:

   A. foolish and disappointed
   B. stupid and unhappy
   C. sad and angry

9. Which sentence has the same meaning as the following sentence: "He was a stout and likeable gentleman."

   A. He was a fat and happy gentleman.
   B. He was a chubby and pleasant gentleman.
   C. He was a strong and kind gentleman.

10. Bobbwinckle won the contest because:

   A. He was a marvelous cook.
   B. The King thought he added a magic potion.
   C. He told the King the secret.

11. When the King says: "This is magic?" he sounds as if he feels:

   A. cheerful
   B. doubtful
   C. excited

12. When the King says: "This is magic!" he sounds as if he feels:

   A. cheerful
   B. doubtful
   C. excited

This is the end of Subtest 2. Do not turn the page.

15. Stop the tape recorder. Give the following directions.

    Now turn to page 6. In the centre are the words After the Party. Now listen carefully.

16. Start the tape recorder. The students will hear the following material.

> You are going to hear a poem about a boy named Jonathan Blake. Listen carefully to the poem. Then I'm going to ask you some questions about what you have heard.
>
> AFTER THE PARTY
>
> Jonathan Blake ate too much cake,
> He isn't himself today;
> He's tucked up in bed
> With a feverish head,
> And he doesn't much care to play.
>
> Jonathan Blake ate too much cake,
> And three kinds of ice cream too--
> From latest reports
> He's quite out of sorts,
> And I'm sure the reports are true.
>
> I'm sorry to state that he also ate
> Six pickles, a pie, and a pear;
> In fact, I confess,
> It's a reasonable guess
> He ate practically everything there.
>
> Jonathan Blake ate too much cake,
> So he's not at his best today;
> But there's no need for sorrow--
> If you come back tomorrow,
> I'm sure he'll be out to play.
>
> Now turn to the next page. Get ready for question 1.

17. Stop the tape recorder. Make sure the students are now on page 7 of the Test Booklet.

18. Start the tape recorder. The students will hear the following material.

1. The boy in the poem is sick because:

   A. he ate too much cake
   B. he ate too much food
   C. he ate too fast

2. Here are are some sentences about the poem. Which one best fits the meaning?

   A. People get sick when they eat too much.
   B. Eating at parties makes people sick.
   C. If people eat too much, they may get sick.

3. Besides cake and ice cream, which foods did Jonathan eat too much of?

   A. pickles, pizza, and a pear
   B. pickles, pie, and a pear
   C. pickles, pie, and a peach

4. Because Jonathan ate too much the person who wrote this poem feels:

   A. angry with him
   B. amused by him
   C. sorry for him

5. The next party that Jonathan goes to, he probably will:

   A. not eat as much food
   B. be sick after the party
   C. not eat anything

6. Could this poem really have happened?

   A. Yes, because people sometimes overeat.
   B. No, because nobody could eat that much.
   C. Yes, because that is what people do at parties.

This is the end of the listening test.

RESULTS TABLES

Table 7
Norms, Grade 3

Scores	Percentile
5	1
6	2
7	3
8	6
9	10
10	13
11	20
12	30
13	41
14	51
15	63
16	75
17	84
18	91
19	95
20	99

Table 8
School/Class Results, Grade 3

School	Classes	Mean	Standard Deviation
1	A	13.7	3.1
	B	13.8	2.8
	Total	13.7	3.0
2	A	14.3	3.2
	B	13.7	2.2
	Total	14.0	2.7
3	A	13.1	3.4
	B	14.5	2.0
	Total	13.4	3.2
4	A	16.8	2.8
	B	13.2	3.2
	C	13.4	2.6
	Total	14.7	3.4
5	A	13.9	3.4
6	A	14.6	2.6
	B	13.8	3.1
	Total	14.2	2.9
City		14.1	3.1

Table 9
Item Results, Grade 3

Scale	Item	Alternative A	Alternative B	Alternative C
1	1	.00	.97*	.02
	2	.07	.83*	.09
	3	.75*	.07	.19
	4	.06	.04	.88*
2	1	.16	.27*	.57
	2	.60*	.31	.09
	3	.04	.30	.63*
	4	.09	.34	.57*
	5	.43	.40*	.16
	6	.41	.49*	.10
	7	.30	.31	.37*
	8	.48*	.11	.38
	9	.35	.53*	.12
	10	.47	.50*	.03
	11	.17	.47*	.35
	12	.26	.14	.59*
3	1	.34	.62*	.01
	2	.26	.04	.70*
	3	.08	.77*	.14
	4	.10	.24	.64*
	5	.90*	.04	.04
	6	.73*	.13	.10

* indicates correct answer, see Table 6, p. 11

GRANDE PRAIRIE LISTENING TESTS

STUDENT TEST BOOKLET

GRADE THREE

NAME: _____

GRADE: _____

SCHOOL: _____

TEACHER: _____

Grande Prairie School District #2357
Grande Prairie, Alberta

1986

Subtest 1

RECIPE FOR WONDER SOUP

Subtest 1: Recipe for Wonder Soup

1. A. Cutting Your Finger
   B. How To Make Wonder Soup
   C. How To Eat Soup

2. A. told them how to wash the vegetables
   B. told them how much of each thing to use
   C. told them how to make noodles to go with the soup

3. A. it would probably not taste good
   B. it wouldn't be enough for supper
   C. it would cost a lot of money

4. A. You put the stuff in the green pot.
   B. You put the water in the blue speckled pot.
   C. The blue speckled pot is where you put all the green stuff.

This is the end of Subtest 1.

Subtest 2

KING GOURMET

Subtest 2: King Gourmet

1. A. Good cooks use secret ingredients
   B. How Bobbwinckle tricked the King.
   C. That King Gourmet loves soup.

2. A. The world's greatest cooks entered the contest.
   B. Bobbwinckle entered the contest.
   C. Everybody entered the contest.

3. A. The world's greatest cooks entered the contest.
   B. Bobbwinckle won the contest.
   C. Bobbwinckle entered the contest.

4. A. This was the safest way to carry it.
   B. No one could steal it there.
   C. Bobbwinckle wanted the King to think it was precious.

5. A. The boxes were too heavy to carry.
   B. He wanted to hold everyone's attention.
   C. He got lost along the way.

6. A. to be angry enough to interrupt
   B. to be brave enough to interrupt
   C. to be proud enough to interrupt

7. A. good cooking
   B. magic
   C. a trick

8. A. foolish and disappointed
   B. stupid and unhappy
   C. sad and angry

9. A. He was a fat and happy gentleman.
   B. He was a chubby and pleasant gentleman.
   C. He was a strong and kind gentleman.

10. A. He was a marvelous cook.
    B. The King thought he added a magic potion.
    C. He told the King the secret.

11. A. cheerful
    B. doubtful
    C. excited

12. A. cheerful
    B. doubtful
    C. excited

This is the end of Subtest 2.

Subtest 3

AFTER THE PARTY

Subtest 3: After the Party

1. A. he ate too much cake
   B. he ate too much food
   C. he ate too fast

2. A. People get sick when they eat too much.
   B. Eating at parties makes people sick.
   C. If people eat too much, they may get sick.

3. A. pickles, pizza, and a pear
   B. pickles, pie, and a pear
   C. pickles, pie, and a peach

4. A. angry with him
   B. amused by him
   C. sorry for him

5. A. not eat as much food
   B. be sick after the party
   C. not eat anything

6. A. Yes, because people sometimes overeat.
   B. No, because nobody could eat that much.
   C. Yes, because that is what people do at parties.

This is the end of the Listening Test.

GRANDE PRAIRIE LISTENING TESTS

TEACHER'S MANUAL

GRADE FOUR

(Under Contract with Alberta Education)

Grande Prairie School District #2357
Grande Prairie, Alberta

1986

The contents of this Teacher's Manual are not intended to imply, either explicitly or otherwise, Alberta Education policy regarding evaluation of student listening skills or evaluation of teaching performance.

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BACKGROUND

During the past several years, Grande Prairie School District #2357 has been involved, under a contract with Alberta Education, in a study designed to evaluate the district's language arts program through an assessment of student achievement based on specific product outcomes. A major focus of this study, as indicated in the Final Report: Evaluation of Selected Components of an Elementary Language Arts Program in a Small School Jurisdiction, has been the area of listening.

The teaching of listening is mandated by Alberta Education, and objectives for listening instruction are provided in its curriculum guides. However, in the past, Alberta Education had often indicated its concern with the lack of attention to the listening dimension of the language arts curriculum, both in teaching and evaluation emphases. It is difficult for teachers to undertake the development of curriculum in areas where student needs have not been clearly delineated. Since few evaluation instruments appropriate to the elementary level exist for assessing listening, the development of such instruments was deemed essential for this study.

With the guidance of an Alberta Education Steering Committee, district administrators, and external consultants, district teacher committees at the Grades 1-4 levels specified a set of objectives upon which the Grande Prairie Listening Tests (GPLT) at each of these levels were based. Table 1 on page 3 presents these objectives. These committees then constructed test blueprints at each grade level, identified stimulus selections, and designed test items. The instruments were administered on both a pilot and field test basis at each grade level. Following statistical analyses of the pilot and field test results, a final version of the GPLT for each of Grades 1-4 was constructed. The final version at the Grade 4 level is provided in this Teacher's Manual.

The Grande Prairie Listening Tests have a number of potential uses. Among these are the provision of information concerning the hypothesized nature of the listening task as well as the identification of the domains and skills that comprise this task. Thus the tests can be used to provide guidance for the planning and implementing of the instructional program in listening. However, without additional research, the Grade 4 test should not be used for program evaluation. See Final Report, Research Cluster One: Listening (Problem One, Findings). While the test results can provide general information about student needs in the various listening areas, they should not be used at this level to assess the achievement of students in terms of gain scores. Perhaps the greatest benefit of these tests is in the area of staff development in listening. As teachers examine the test content and the results of test administrations, they can work together to determine the most appropriate goals for their own listening programs and the most effective ways to meet their students' needs in listening growth and development.

A number of publications have resulted from this study, which included in its major purposes the development and validation of listening achievement tests, an investigation of the use of holistic and analytic scoring techniques for written composition, and an examination of the relative values of process-oriented and product-oriented program evaluation in the language arts.

A description of all the research clusters and questions of the study, as well as its findings, can be found in the Final Report, available from Alberta Education. Available as well are Teacher's Manuals for the GPLT and the accompanying Student Test Booklets at each of Grades 1-4. Two Teacher Marking Packages for Written Composition, one for Grade 3 and one for Grades 4/5, are also available from Alberta Education. However, these were developed for use in inservice workshops during the study, and are included in the publications package for historical purposes only.

Table 1
GPLT Grade Level Objectives

Objectives	Grade Level 1	2	3	4
Literal Comprehension				
1. Identifying main idea	X	X	X	X
2. Identifying supporting details	X	X	X	X
3. Matching/comparing details	X	X	X	X
4. Identifying sequence of details	X	X	X	X
5. Identifying word meanings	X	X	X	
6. Following directions				X
Inferential/Critical Comprehension				
1. Making judgements/drawing conclusions	X	X	X	X
2. Inferring feelings	X	X	X	X
3. Predicting details/outcomes	X		X	
4. Noting similarities and differences				X
5. Relating intonation to feelings	X		X	
6. Identifying cause and effect				X
7. Identifying point of view				X

OVERVIEW

The Grande Prairie Listening Tests (GPLT) are designed to examine students' ability to comprehend spoken language, both spontaneous and prepared, and written language read orally. Separate tests have been developed for each of Grades 1, 2, 3, and 4. This Teacher's Manual provides the content and directions for administering the GPLT at the Grade 4 level.

Language Types

In general, there are two main types of spoken language: spontaneous and prepared spontaneous. The first, spontaneous spoken language, is generated as a person talks, and is organized as the person's thoughts take shape. It is the talk used in conversation, gossip, etc., as well as in solving problems when thinking aloud. The second, prepared spontaneous language, is generally organized prior to its use (as in giving a report from notes), usually in terms of a particular audience and purpose.

However, oral communication often involves a third type of language--written language read aloud. Written language involves features that are somewhat different from those of spontaneous and spontaneous prepared language. In written language, for example, sentences are carefully structured and linked. Written language is tightly organized, and contains more objective details and fewer ambiguous ones than does spoken language. Both types of spontaneous language are often loosely organized, with longer and less well structured sentences. Spoken language may be characterized by incomplete or ungrammatical utterances, repetitive false starts, redundancies (repetitions of words and phrases), and fillers (um, ah, you know, etc.).

Written language also contains punctuation to indicate such vocal factors as intonation, pitch, and stress. Thus an oral reader is guided by the clues presented by the writer. Specific vocabulary and writing conventions are also used by the writer to provide information to the reader, who, when reading aloud, conveys this information through vocal factors (volume, pitch, juncture, etc.) and nonverbal clues (gestures, body movement, etc.).

The skills involved in the comprehension of these types of oral language are somewhat different, and these differences are generally reflected in the GPLT.

Test Content

Both spoken and written language may consist of casual, informal, and formal levels of language, depending on the audience, the speaker's purpose and talk format, and the context in which the communication takes place. Thus the subtests that comprise the various levels of the GPLT contain stimulus selections which reflect a variety of audiences (different ages, different sizes, etc.); a variety of purposes (to inform, to entertain, etc.); a variety of talk formats (poetry, prose, conversation, etc.); and a variety of contexts (classroom, assemblies, etc.). In general the contexts are classroom based, although at certain levels some are more public (news reports, etc.), and the stimulus selections represent teacher and student spoken language. The sources of the selections for the Grade 4 GPLT are provided in Table 2 on page 8.

The objectives on which the listening tests are based are generally concerned with literal and inferential/critical listening skills. The objectives at each level were specified by inservice teachers in the Grande

Prairie School District #2357, who also chose the stimulus selections and developed the test items. An Objectives/Items Matrix indicating the items which test the various objectives at the Grade 4 level is provided in Table 3 on page 9. Examination of this table indicates that there are 10 objectives and 30 items on the Grade 4 test.

The stimulus subtests for each grade level of the GPLT are similar in format. However, the content may differ from grade to grade. Each of the subtests is composed of a stimulus selection along with questions related to the selection. Multiple choice items are used throughout, with three choices provided for each item.

The subtest format, language type, and number of items for the Grade 4 GPLT are provided in Table 4, page 10. Approximate administration times for each subtest are included in this table as well.

General directions to teachers for administering the GPLT as well as individual subtest instructions for students are included in this Teacher's Manual. The stimulus selections, questions, and answer options are also provided.

Both the pilot and field testing of the GPLT involved the use of audio tape recordings of the test content, taped most often by Grande Prairie teachers and students.

A complete tape transcript of the test content at the Grade 4 level is included in this Teacher's Manual. However, it is recommended that school districts or individual teachers use this transcript as a guide for developing their own version of each level of the test, either taped or "live." Students may attend more comfortably to the familiar voices of their teachers and classmates than they may to a tape made by others. In developing such a version, teachers should not feel constrained by the administration times provided in the tables on page 10, but should use these as guides.

Student Test Booklets

The Student Test Booklets at each level include the answer options for each subtest. At some levels, a sample question or subtest directions are included as well. For each subtest, the answer options are preceded by a page containing only the name of the subtest stimulus selection. Students should be directed to focus on this page as they listen to the selection. As well, they should be instructed not to turn to the answer options for the subtest until told to do so. The use of these pages should preclude confusions which can arise when students are able to read the answer options while they are listening to the stimulus selection.

Selected Findings

Following the Test Administration section are several Results Tables which provide selected data analysis from the field testing of the GPLT. Table 7, page 26, presents the Grade 4 norms established during this field testing. These norms are included to indicate ceiling levels, and should not be used for comparative purposes. Table 8, page 27, provides the means and standard deviations for the Grade 4 classes in the six schools involved in the study. Table 9, page 28, shows the item results by answer options obtained from the Grade 4 field testing. For further information on the interpretation of these tables, as well as for additional findings of the study, see the Final Report: Evaluation of Selected Components of an Elementary Language Arts Program in a Small School Jurisdiction.

Table 2
GPLT Stimulus Selections and Sources, Grade 4

Subtest	Content	Source
1. Short Story	"The Monkey and the Lion" by Denney Dey and Gary Grimm	Storytelling 1979; p. 17-18
2. Poetry	"The Cave Boy" by Laura E. Richards	Starting Points in Language, Book 2, Teachers' Guide, Ginn, 1974
3. Following Directions	Original	G.P.S.D. #2357
4. News Report	"Space Shuttle Landing" Gord Sharp	Grande Prairie Radio Station, April 11, 1984 8:00 am News
5. Weather Report	Weather Report	Grande Prairie Radio Station, April 11, 1984
6. Class Discussion	"Hockey schools help improve the game of hockey"	Teaching Strategies Sourcebook 2. Gage, 1973

Table 3
Objectives/Items Matrix, Grade 4

Objectives	Subtests/Items					
	Short Story	Poem	Following Directions	News Report	Weather Forecast	Classroom Discussion
Literal Comprehension						
1. Identifying main idea		7		18		25
2. Identifying supporting details	1	10		12,14, 15,16, 17	19,20, 21,22,	28
3. Identifying sequence of details	4,5					
4. Comparing details		9			23	
5. Following directions			11			
Inferential/Critical Comprehension						
1. Noting similarities and differences						
2. Identifying cause and effect				13		30
3. Identifying point of view						27
4. Drawing conclusions, generalizing	2,3				24	29
5. Inferring feelings	6	8				26

Table 4
GPLT Content, Grade 4

Subtest	Stimulus Format	Language Type	Items	Total Number of Items	Percent of Items	Approximate Time (min.)
	Instructions					1
1.	Short Story	Written	1 - 6	6	20	8
2.	Poem	Written	7 - 10	4	13	4
3.	Following Directions	Written	11	1	04	2
4.	News Report	Planned Spontaneous	12 - 18	7	23	4
5.	Weather Forecast	Planned Spontaneous	19 - 24	6	20	2
6.	Classroom Discussion	Spontaneous	25 - 30	6	20	7
				30	100	28

Table 5
GPLT Approximate Administration Time, Grade 4 *

Grade	Preparation and Instructions	Tape Content (Minutes)	Total Time (Minutes)
4	12	28	40 (plus break if desired)

* A break after Subtest 2 may be taken at the discretion of the test administrator.

Table 6
GPLT Answer Key, Grade 4

Subtest 1	Subtest 2
1. A	7. A
2. C	8. A
3. B	9. A
4. C	10. C
5. B	
6. A	

Subtest 3	Subtest 4
11. C	12. A
	13. B
	14. B
	15. C
	16. A
	17. C
	18. A

Subtest 5	Subtest 6
19. B	25. C
20. C	26. B
21. A	27. A
22. C	28. A
23. A	29. A
24. C	30. B

ADMINISTRATION PROCEDURES

Examiners should read the following instructions

before beginning the test administration

Materials

The following materials are required for test administration.

1. Required number of Student Booklets.
2. One or more sharpened pencils with erasers for each student.
3. Audio tape cassette of the Grade 4 GPLT (optional-see Overview, p. 7).

Test Preparation

The following items should be used as a checklist to ensure effective test administration.

1. The tapescript and/or tape recording of the test should be reviewed to ensure familiarity with the test content.
2. The test should be given in a quiet place where there is a minimum of distraction.
3. The administration should not begin until each student has one or more pencils with erasers and a Student Test Booklet.
4. The examiner should ensure that the students are always responding to the directions correctly and to each question as it is asked. It may be necessary to have more than one examiner present during the test administration.

Test Administration

The following should be done in the order in which they are listed below.

1. Distribute the Student Test Booklets. Then give the following instructions.

   A. On the cover page of your Student Test Booklet are some blanks to fill in.

   Write your name in the blank after the word NAME. (Point)

   Write your grade (Grade 4) in the blank after the word GRADE. (Point)

Write your school (give name of school) in the blank after the word SCHOOL. (Point)

Write my name in the blank after the word TEACHER. (Point)

B. Make sure that all students have filled in all of the information correctly.

2. Give the following instructions. (If a taped version is not used, change the instructions accordingly.)

Now, look at the cover of your Test Booklet. I am going to start the tape recorder. You will hear the information that is printed on the cover of your Test Booklet. Read the information silently as it is read aloud to you.

3. Start the tape recorder. The students will hear the following information (NB: All material in boxes is on the tape recording.)

> This is a test of how well you can listen. You will hear a number of short selections such as a poem, a news report, a short story, a weather report, an exercise on following directions, and some students having a discussion. After each selection, you will be asked some questions about what you have heard. Be sure to listen carefully to each selection. It will be read only once. Keep your test booklet closed.

4. Stop the tape recorder. Give the following instructions.

As you were just told, you will hear some selections and then, after each selection, you will be asked some questions. There will be three answers given for each question. You must choose the best answer. Each answer will have either A, B, or C in front of it. You will circle either the A, the B, or the C, whichever you think is the best answer.

It is very important that you listen carefully to the selections and questions, for they are NOT printed in your Test Booklet. The answer choices ARE printed in the Test Booklet, so that you can look at them while you are choosing your answer. You will also hear the answer choices read aloud to you.

Now turn to the first page in your Test Booklet. As you see, it contains the name of the selection, and some instructions that you will hear on the tape. There will be a page like this before each new selection. Do not turn to the next page until the selection is finished and you are told to do so.

5. Start the tape recorder. The students will hear the following material.

The first selection you are going to hear is a short story called The Lion and the Monkey. After you have heard the story you will be asked some questions. There will be three answers given for each question and you must choose the best answer. Circle either A, B, or C in front of the best answer. Remember that you will hear the story and each question only one time. Here is the story.

The Lion and the Monkey

Many years ago in Africa there lived a monkey who had a very dangerous hobby. He loved to tease lions. He lived in the top of a tree in the middle of the jungle, and every day he would sit and wait until a lion would happen by. Whenever a lion would walk by, the monkey would sit very still so that the lion would not look up.

It was always very hot in the jungle and the sun was always very bright. That is why the shade of a tree was very inviting to a lion. The lion would lie down, close his eyes and go to sleep. The monkey would then begin his mischief. He would reach out, grab a branch, break it and drop it on the lion's head. Now when the lion would wake up, he would not know just what had hit him. He know that something had hit him, but he did not know exactly what. He would look to his left. He would look to his right, but he would not look up. Because he would not look up, he would not see the monkey. Because he did not see the monkey, the monkey did not get caught. That is why he had so much fun.

One day, the monkey pushed his luck. A very large lion walked up to the tree. The monkey stood still. The lion lay down, closed his eyes, and went to sleep. The monkey reached out, grabbed a branch, broke it off and dropped it on the lion's head. The lion woke up, "raaah," he roared, looked to his left, looked to his right. He even looked behind the tree.

But. . . he did not look up.

The lion did not see the monkey. He just went back to sleep. The monkey decided that since this was the biggest lion he had ever seen in his life, he wanted the biggest branch he could get. So he reached for that branch and that is when he slipped.

(. . . continued)

He fell and landed right on the lion's head. The lion woke up, scooped the monkey right up in his paws and said, "Monkey, did you just drop a branch on my head?"

The monkey began to cry. The lion said, "All right, I'm going to swallow you up in one big gigantic gulp."

The monkey pleaded and said, "Please! Please! Wait a minute! Please, Mr. Lion, I promise that if you let me go, I will climb up to the top of the tree and never touch another branch as long as I live. I'll be the best monkey in the whole jungle."

"Is that a promise?" asked the lion.

"It is a promise, I swear." pleaded the monkey.

"All right then, I will let you go," said the lion. And the lion did let the monkey go.

The monkey ran back up to the top of the tree and waited for the lion to go back to sleep. When the lion had gone back to sleep, the monkey grabbed a branch, broke it off and dropped it on the lion's head.

Turn to page 1 in your test booklet. Get ready to listen to Question 1. Remember to circle the letter in front of the best answer.

6. Stop the tape recorder. Make sure that all students are on page 1, on which the answer choices for The Lion and the Monkey are provided. After the first question has been given and the students have responded, stop the tape recorder once more and check that each student has circled an answer.

7. Start the tape recorder. The students will hear the following material.

1. What was the monkey's dangerous hobby?

   A. He loved to tease lions.
   B. He loved to climb trees.
   C. He loved to eat bananas.

Now get ready to listen to Question 2.

(. . . continued)

2. What word would best describe the monkey's personality?

   A. nasty
   B. cute
   C. mischievous

   Circle the letter in front of the best answer.

3. What did the monkey say he would do if the lion let him go?

   A. "I'll continue to drop branches on lions."
   B. "I'll be the best monkey in the whole jungle."
   C. "I'll swallow you up in one big gigantic gulp."

4. I am going to read two sentences that tell what happened in the story. You are to choose the sentence that tells what happened next.

   The monkey fell and landed on the lion's head when reaching for the biggest branch he could get.

   The lion woke up, scooped the monkey right up in his paws and said, "Monkey, did you just drop a branch on my head?"

   What happened next? Choose the best answer.

   A. The monkey pleaded and said, "Please! Please! Wait a minute!"
   B. The lion said, "All right, I'm going to swallow you up in one big gigantic gulp."
   C. The monkey began to cry.

5. I am going to read two sentences that tell what happened in the story. You are to choose the sentence that tells what happened <u>before</u>.

   The lion woke up, roared, looked to his left, looked to his right.

   He even looked behind the tree.

   What happened <u>before</u>?

   A. He fell and landed right on the lion's head.
   B. The monkey reached out, grabbed a branch, broke it off and dropped it on the lion's head.
   C. The monkey ran back up to the top of the tree and waited for the lion to go back to sleep.

(. . . continued)

6. What words would best describe how the lion felt about letting the monkey go?

   A. patient and understanding
   B. cranky and disagreeable
   C. pushy and aggressive

   Remember to circle either A, B, or C.

Turn to page 2. Now, you are going to hear a poem. After you have heard the poem, you will be asked some questions about it. You will hear the poem and each question <u>one</u> time. Remember to circle the letter of the best answer.

<u>The Cave Boy</u>

I dreamed I was a cave boy,
And lived in a cave,
A mammoth for my saddle horse,
A monkey for my slave.
And through the tree-fern forests
A-riding I would go,
When I was once a cave boy,
A million years ago.

I dreamed I was a cave boy;
I hunted with a spear
The saber-toothed tiger,
The prehistoric deer.
A wolf-skin for my dress suit,
I thought me quite a beau,
When I was a cave boy
A million years ago.

I dreamed I was a cave boy;
My dinner was a bone.
And how I had to fight for it,
To get it for my own!
We banged each other o'er the head,
And soft our blood did flow,
When I was a cave boy,
A million years ago.

I dreamed I was a cave boy;
The torches' smoky light
Shone on the dinner table,
A pile of bones so white.
I lapped some water from the spring,
The easiest way, you know,
When I was a cave boy,
A million years ago.

(. . . continued)

I dreamed--but now I am awake;
A voice is in my ear.
"Come out and have a game of ball!
The sun is shining clear.
We'll have some doughnuts afterwards,
And then a-swimming go!"
I'm glad I'm not a cave boy,
A million years ago!

Turn to page 3.

8. Stop the tape recorder. Make sure that all students are looking at page 3, Question 7.

9. Start the tape recorder. The students will hear the following material.

Listen carefully to each question as it will be read only once. Remember to circle the letter A, B, or C of the best answer.

7. What would be a good title for this poem?

   A. The Dreamer
   B. The Ball Game
   C. The Hunter

8. How did the boy feel when he realized that he was not a cave boy but was only dreaming?

   A. relieved
   B. surprised
   C. disappointed

9. The boy now enjoys swimming and playing ball. What are the activities he enjoyed as a cave boy?

   A. hunting, riding mammoths, fighting
   B. chasing monkeys, swimming, climbing trees
   C. swinging on vines, hunting, swimming

10. Where did the boy live in his dream?

   A. tree house
   B. underground
   C. cave

10. Stop the tape recorder. Tell the students to turn to page 4 (Following Directions).

11. Start the tape recorder. The students will hear the following material.

> On the next part of the test you must listen carefully and follow the directions given. (Turn to page 5.)
>
> You will use the student's working copy to draw a design as you follow the directions.

12. Stop the tape recorder. Make sure each student is looking at page 5.

13. Start the tape recorder. The students will hear the following material.

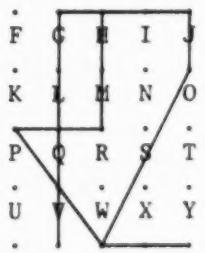
> Following Directions
>
> Put your pencil on the dot below the Y.
>
> Draw a line to the left two dots.
>
> Continue your line up to the dot below the letter J.
>
> Now move it to the dot below the letter D.
>
> Move 3 dots left.
>
> Move 4 dots down.
>
> Lift your pencil.
>
> Place it on the dot below the W.
>
> Move it to the dot below the K.
>
> Move it to the right two dots.
>
> Move it up two dots.
>
> Lift your pencil.
>
> Now, look carefully at the shape you have formed and then look at the three diagrams below. Choose the diagram that would be made by following the directions you heard. Circle either A, B, or C.
>
> (. . . continued)

Student's Working Copy (Page 5, Student Test Booklet)

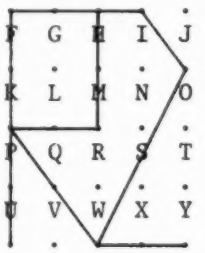
A B C D E
F G H I J
K L M N O
P Q R S T
U V W X Y

11.

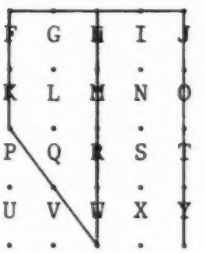
A.



B.



C.



Turn to page 6.

You are going to hear a short radio News Report about the Space Shuttle. After you have heard the News Report, you will be asked some questions about it. Remember to circle the best answer.

The weather was not good over Florida's Cape Canaveral early Friday morning, so the space shuttle and its five astronauts had to land at Edwards Air Force Base in California. Newsman Vic Ratner describe the landing:

Wheels down now, under 3000 feet; headed toward touchdown; nothing from the crew. A few feet off the ground; Crippen holds it up a little bit; touchdown. Challenger touches down lightly at Edwards Air Force Base, the successful end of a seven day mission that included the first retrieval and repair of a broken satellite in space.

(. . . continued)

Clouds and rain forced cancellation of a planned landing in Florida or maybe it was Friday the 18th as well, but Commander Bob Crippen flew his 100 ton glider in for a smooth as silk landing in the California desert.

Turn to Page 7. Now get ready for Question 12.

12. Where was the space shuttle supposed to land upon its return to earth?

    A. Florida
    B. California
    C. New York

13. Why did the shuttle land in California?

    A. They had better equipment.
    B. The weather was better
    C. The shuttle was running out of fuel.

14. How many astronauts were on board the shuttle?

    A. 4
    B. 5
    C. 6

15. Who was the captain?

    A. James Armstrong
    B. Bruce Kelly
    C. Bob Crippen

16. What was the name of the space shuttle?

    A. Challenger
    B. Enterprise
    C. Columbia

17. What did they repair?

    A. Sky Lab
    B. the shuttle
    C. a satellite

(. . . continued)

18. The main idea of the newscast was?

    A. The space shuttle landed after a successful mission.
    B. The astronauts walked in space.
    C. The weather changed the landing site.

Turn to page 8. Get ready to listen to a Weather Forecast. After you have heard the Weather Forecast, you will be asked to answer some questions. Listen carefully.

The Peace Region weather from Environment Canada: few clouds, moderate winds, high near ten today, lows overnight near zero. This hour, Edmonton and Calgary both one, Peace River, three, Grande Prairie, winds calm, cloudy. It is plus one.

Turn to page 9. Now, get ready to answer question 19. Remember to circle the best answer.

19. Where does the announcer say the weather forecast comes from?

    A. Weather Office
    B. Environment Canada
    C. the radio station

20. What region is the forecast for?

    A. Grande Prairie Region
    B. Northern Alberta
    C. Peace Region

21. What is the forecast high for Grande Prairie today?

    A. 10° C
    B. 12° C
    C. 14° C

22. What is the present temperature in Grande Prairie?

    A. minus 1° C
    B. 0° C
    C. plus 1° C

(. . . continued)

23. At the time of the weather forecast, which city was the warmest?

A. Peace River
B. Grande Prairie
C. Edmonton

24. What month of the year would this be the forecast for?

A. December
B. July
C. April

Turn to page 10. You will now hear a teacher and some grade four students discussing hockey school. After you have heard the discussion, you will be asked some questions about it. Listen carefully.

Teacher: The subject of hockey schools came up when we read about Grant Fuhr's experiences as a goalkeeper and decided to take time to discuss them today. Max?

Max: Yeah, we were going to try to decide if hockey schools were really good for hockey. Some kids just think they're great and other kids couldn't care less. That's me. I don't care either way. That's not important to me. What about you, Roy?

Roy: Well, I've been going to hockey school for two summers, so I think they're great.

Max: You think. Give me one good reason to support that.

Roy: Well, in the city you can't get enough practice time. You know how often each team is allowed to practice on the ice--maybe twice a week. At the hockey school you practice every day--and not just for an hour.

Carol: Hockey schools are a great solution for you guys. But what about me? They won't even accept me at one.

Jason: Good grief, Carol! A girl in a hockey camp!

Carol: Why not, Jason?

(. . . continued)

Teacher: That will make a good subject for discussion another day. Let's get back to how hockey schools help hockey. Roy was talking about the importance of regular practice. Are there other ideas related to that which should be considered?

Max: Well, our coach is always complaining that we don't get enough practice. He says you have to be on the ice every day to be really good.

Jason: And I agree. If we try a new play on Monday, we don't get another chance to try it until Saturday and by then we're pretty rusty.

Carol: But you can always get skating practice without it being hockey practice.

Roy: Maybe so--but when it's public skating at the rink we can't really practice the kind of skating we need for hockey.

Max: Wow! Can't you see the panic if I started to dash to the end of the rink--in and out among all those little kids? They'd put me off the ice!

Roy: And you couldn't blame them.

Carol: I guess we can agree, then, that regular practice is important to the players.

Now turn to page 11. Get ready to answer question 25.

25. What was the main idea of the discussion?

A. Goalkeepers need extra practice to improve their skills.
B. Girls should be allowed in hockey.
C. Hockey schools are important because they give you extra practice time.

26. How did Carol feel when Jason said "Good grief, Carol! A girl in hockey camp!"?

A. excited
B. upset
C. surprised

(. . . continued)

27. Which boy would not go to hockey school?

A. Max
B. Roy
C. Jason

28. What did Max say would happen if he started to practice hockey during public skating?

A. "They'd put me off the ice!"
B. "The coach would be proud of me."
C. "The people would get out of my way."

29. What did Carol and Jason disagree about?

A. Girls going to hockey school.
B. Regular hockey practice is important.
C. Goalies need special schools.

30. What started the discussion about hockey schools?

A. Roy said he wanted to go to hockey school.
B. They read about Grant Fuhr's experiences as a goalkeeper.
C. Carol wanted to go to hockey school.

Close your test booklet.

RESULTS TABLES

Table 7
Norms--Grade 4

Scores	Percentile
10	0
11	1
12	2
13	3
14	5
15	8
16	13
17	17
18	24
19	34
20	44
21	55
22	68
23	79
24	86
25	91
26	95
27	98
28	99
29	99
30	99

Table 8
School/Class Results-Grade 4

School	Classes	Mean	Standard Deviation
1	A	20.6	4.2
2	A	20.1	2.8
	B	21.7	2.8
	Total	20.9	2.9
3	A	20.6	3.9
	B	20.0	3.6
	Total	20.4	3.8
4	A	19.8	3.6
	B	20.5	2.9
	C	20.0	3.2
	Total	20.2	3.1
5	A	22.9	3.2
	B	19.7	3.8
	Total	20.9	3.9
6	A	20.0	3.5
	B	21.5	3.8
	Total	20.4	3.6
City		20.5	3.5

Table 9
Item Results-Grade 4

Scale	Item	Alternative A	B	C
1	1	.99*	.01	.00
	2	.29	.00	.71*
	3	.03	.94*	.02
	4	.04	.22	.75*
	5	.09	.82*	.09
	6	.65*	.20	.14
2	1 (7)	.94*	.00	.05
	2 (8)	.88*	.09	.03
	3 (9)	.72*	.07	.20
	4 (10)	.03	.00	.97*
3	1 (11)	.27	.59*	.06
4	1 (12)	.62*	.35	.03
	2 (13)	.05	.38*	.57
	3 (14)	.34	.44*	.22
	4 (15)	.33	.18	.48*
	5 (16)	.61*	.14	.24
	6 (17)	.03	.28	.69*
	7 (18)	.63*	.05	.32
5	1 (19)	.21	.62*	.17
	2 (20)	.21	.37	.42*
	3 (21)	.64*	.22	.13
	4 (22)	.09	.09	.82*
	5 (23)	.16*	.40	.44
	6 (24)	.29	.27	.44*
6	1 (25)	.11	.03	.85*
	2 (26)	.01	.74*	.25
	3 (27)	.53*	.18	.26
	4 (28)	.94*	.03	.02
	5 (29)	.63*	.31	.06
	6 (30)	.15	.71*	.12

* indicates correct answer, see Table 6, p. 11

GRANDE PRAIRIE LISTENING TESTS

STUDENT TEST BOOKLET

GRADE FOUR

NAME: _____ GRADE: _____

SCHOOL: _____ TEACHER: _____

Grande Prairie School District #2357
Grande Prairie, Alberta

1986

This is a test of how well you can listen. You will hear a number of short selections such as a poem, a news report, a short story, a weather report, an exercise on following directions and some students having a discussion. After each selection, you will be asked some questions about what you've heard.

Be sure to listen carefully to each selection. IT WILL BE READ ONLY ONCE. Keep your test booklet CLOSED.

Subtest 1

THE LION AND THE MONKEY

The first selection you are going to hear is a short story called The Lion and the Monkey.

After you have heard the story, you will be asked some questions.

There will be three answers given for each question and you must choose the best answer.

Circle either A, B, or C in front of the best answer.

Remember that you will hear the story and each question only one time.

Here is the story.

Subtest 1: The Lion and the Monkey

1. A. He loved to tease lions.

   B. He loved to climb trees.

   C. He loved to eat bananas.

2. A. nasty

   B. cute

   C. mischievous

3. A. "I'll continue to drop branches on lions."

   B. "I'll be the best monkey in the whole jungle."

   C. "I'll swallow you up in one big gigantic gulp."

4. A. The monkey pleaded and said, "Please! Please! Wait a minute!"

   B. The lion said, "All right, I'm going to swallow you up in one big gigantic gulp."

   C. The monkey began to cry.

5. A. He fell and landed right on the lion's head.

   B. The monkey reached out, grabbed a branch, broke it off and dropped it on the lion's head.

   C. The monkey ran back up to the top of the tree and waited for the lion to go back to sleep.

6. A. patient and understanding

   B. cranky and disagreeable

   C. pushy and aggressive

This is the end of Subtest 1.

Subtest 2

THE CAVE BOY

Now you are going to hear a poem.

After you have heard the poem, you will be asked some questions about it.

You will hear the poem and each question one time.

Remember to circle the letter with the best answer.

Subtest 2: The Cave Boy

7. A. The Dreamer
   B. The Ball Game
   C. The Hunter

8. A. relieved
   B. surprised
   C. disappointed

9. A. hunting, riding mammoths, fighting
   B. chasing monkeys, swimming, climbing trees
   C. swinging on vines, hunting, swimming

10. A. tree house
    B. underground
    C. cave

This is the end of Subtest 2.

Subtest 3

FOLLOWING DIRECTIONS

On the next part of the test, you must listen carefully and follow the directions given.

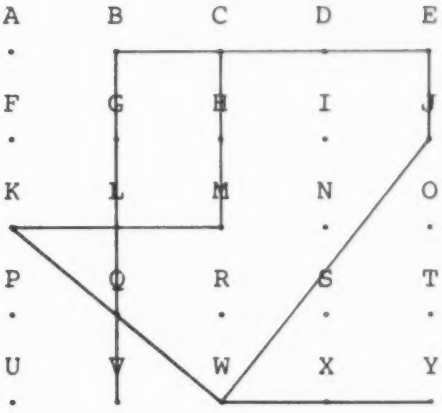
You will use the student's working copy to draw a design as you follow directions.

Subtest 3: Following Directions

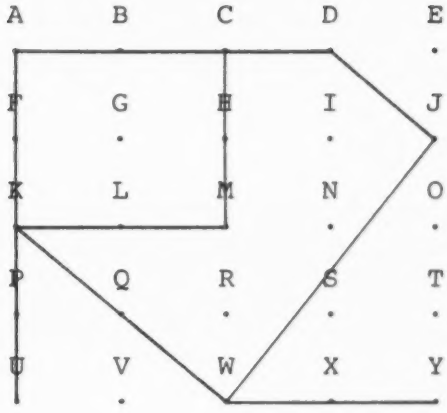
Student's Working Copy

A B C D E
F G H I J
K L M N O
P Q R S T
U V W X Y

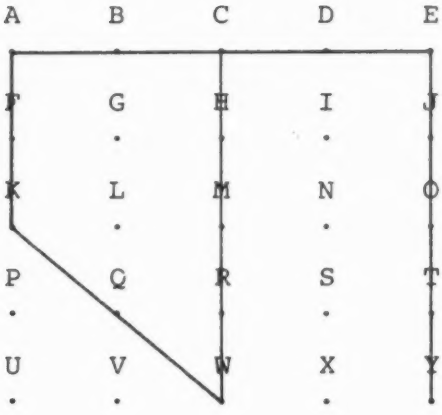
11. A.



B.



C.



This is the end of Subtest 3

Subtest 4

NEWS REPORT

You are going to hear a short radio News Report about the Space Shuttle.

After you have heard the News Report, you will be asked some questions about it.

Remember to circle the best answer.

Subtest 4: News Report

12. A. Florida
    B. California
    C. New York

13. A. They had better equipment.
    B. The weather was better
    C. The shuttle was running out of fuel.

14. A. 4
    B. 5
    C. 6

15. A. James Armstrong
    B. Bruce Kelly
    C. Bob Crippen

16. A. Challenger
    B. Enterprise
    C. Columbia

17. A. Sky Lab
    B. the shuttle
    C. a satellite

18. A. The space shuttle landed after a successful mission.
    B. The astronauts walked in space
    C. The weather changed the landing site.

This is the end of Subtest 4.

Subtest 5

WEATHER FORECAST

Get ready to listen to a Weather Forecast.

After you have heard the Weather Forecast, you will be asked to answer some questions.

Listen carefully.

Subtest 5: Weather Forecast

19. A. Weather Office
    B. Environment Canada
    C. the radio station

20. A. Grande Prairie Region
    B. Northern Alberta
    C. Peace Region

21. A. 10^{o} C
    B. 12^{o} C
    C. 14^{o} C

22. A. minus 1^{o} C
    B. 0^{o} C
    C. plus 1^{o} C

23. A. Peace River
    B. Grande Prairie
    C. Edmonton

24. A. December
    B. July
    C. April

This is the end of Subtest 5.

Subtest 6

CLASS DISCUSSION

You will now hear a teacher and some grade four students discussing hockey school.

After you have heard the discussion, you will be asked some questions about it.

Listen carefully.

Subtest 6: Class Discussion

25. A. Goalkeepers need extra practice to improve their skills.

B. Girls should be allowed in hockey.

C. Hockey schools are important because they give you extra practice time.

26. A. excited

B. upset

C. surprised

27. A. Max

B. Roy

C. Jason

28. A. "They'd put me off the ice!"

B. "The coach would be proud of me."

C. "The people would get out of my way."

29. A. Girls going to hockey school.

B. Regular hockey practice is important.

C. Goalies need special schools.

30. A. Roy said he wanted to go to hockey school.

B. They read about Grant Fuhr's experiences as a goalkeeper.

C. Carol wanted to go to hockey school.

This is the end of the Listening Test.